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STUDY OF THE EFFECT OF SPECIAL DAY TRAINING CLASSES FOR THE SEVERELY MENTALLY RETARDED, FINAL REPORT OF PHASE II.

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DESCRIPTORS- *MENTALLY HANDICAPPED, *MENTAL RETARDATION, *SPECIAL CLASSES, INSTITUTIONAL ENVIRONMENT, *INSTITUTIONAL SCHOOLS, PUBLIC SCHOOLS, PARENT ATTITUDES, SOCIAL ADJUSTMENT, SOCIAL DEVELOPMENT, *COMPARATIVE ANALYSIS, CALIFORNIA, OREGON, SAN FRANCISCO SOCIAL COMPETENCY SCALE

THIS STUDY ATTEMPTED TO ASSESS CHANGES IN THE BEHAVIOR OF SEVERELY RETARDED CHILDREN AS A RESULT OF SCHOOL ATTENDANCE. THIS IS PHASE II OF A THREE-PART REPORT WHICH COVERS SOCIAL COMPETENCY AND PARENT ADAPTABILITY. THE SUBJECTS WERE PLACED IN AN EXPERIMENTAL GROUP (SCHOOL CHILDREN) AND A CONTROL GROUP (NONSCHOOL CHILDREN). THE SCHOOL CHILDREN ATTENDED SPECIAL CLASSES IN PUBLIC SCHOOL AND INSTITUTIONS, AND THE NONSCHOOL CHILDREN EITHER LIVED AT HOME OR IN INSTITUTIONS. THE SOCIAL COMPETENCY WAS COMPARED BETWEEN THESE CHILDREN, AND THE PARENT ADAPTABILITY WAS COMPARED BETWEEN PARENTS OF SCHOOL CHILDREN AND NONSCHOOL CHILDREN. ALL THE CHILDREN WERE 5 TO 12 YEARS OLD AND HAD IQ'S BETWEEN 25 AND 55. TWO NEW INSTRUMENTS WERE DEVELOPED--(1) THE SAN FRANCISCO SOCIAL COMPETENCY SCALE AND (2) A SCALE FOR PARENT ADAPTABILITY. INFORMATION INCLUDED DATA FROM INTERVIEWS, HOME VISITS, FAMILY CHARACTERISTICS (AGE, EDUCATION, AND INCOME), AND INTELLIGENCE TESTS. THE SOCIAL COMPETENCY SCORES INCLUDED SELF-HELP, INITIATIVE-RESPONSIBILITY, SOCIAL SKILLS, COMMUNICATION, AND FAVORED INSTITUTIONAL CHILDREN, BOTH SCHOOL AND NONSCHOOL. THE PARENT ADAPTABILITY SCORES INCLUDED MOTIVATION, EMPATHY, FLEXIBILITY AND ADAPTABILITY, AND FAVORED THE EXPERIMENTAL GROUP (PARENTS WITH CHILDREN IN SCHOOL). PARENTS OF INSTITUTIONAL CHILDREN WERE NOT GRADED. MORE STUDIES WERE RECOMMENDED. (GC)

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REPORT TO THE COMMISSIONER OF EDUCATION
UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

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Study of the Effect of Special Day Training Classes for the Severely Mentally Retarded

FINAL REPORT

OF

PHASE II

July 1, 1958 - June 30, 1959

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Scope of This Project

The total project is divided into three phases which extend from March 15, 1957 through June 30, 1961.

Phase I (March 15, 1957 - June 30, 1958) was primarily concerned with the experimental rationale, the experimental design, the development of research instruments, and agency contacts relevant to sample selection. The final report[1] of Phase I was submitted to and approved by the Commissioner of Education, United States Office of Education, at the conclusion of this period.

Phase II (July 1, 1958 - June 30, 1959) represented the first year of the formal experimental period, during which all of the pre-test data were obtained for both the child and parent samples. Portions of the material on experimental design and scale development are repeated in the Phase II report. A more complete discussion of these aspects of the study may be obtained by referring to the final report of Phase I (See footnote).

Phase III (July 1, 1959 - June 30, 1961) includes the continuation of the experimental period, the analysis of the post-test data and the change scores for the child and parent samples, and the writing of all reports. The research staff is presently engaged in this phase of the project. Mid-Social Competency ratings are being analyzed, classrooms are being evaluated, the teacher adaptability interviews are being analyzed, and, in general, the necessary procedures are being accomplished in readiness for obtaining and evaluating the final ratings on both the children and their parents.

THE MATERIAL CONTAINED IN THIS REPORT IS CONFINED TO PHASE II OF THIS PROJECT

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[1] Study of the Effect of Special Day Training Classes for the Severely Mentally Retarded, Final Report of Phase I, March 15, 1957 - June 30, 1958. United States Office of Education, Dept. of Health, Education and Welfare, Contract #SAE 6439.

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PART I

INTRODUCTION

Purpose

There has been considerable controversy among professional educators as to the desirability and feasibility of providing education and training for severely mentally retarded children within the public school structure.

There are some who contend that these children should be trained, but not as part of the public school program. They argue that to include these children in the public schools is a distortion of the purposes of education. These people conclude that due to sentimentality, misunderstanding, and fear, parents have pressured legislators to extend educational provisions for severely mentally retarded children. Proponents of this viewpoint generally suggest that such children be institutionalized in a state facility with the recommendation that education be available.

There are others who feel that the commitment of equal educational opportunity for all children obligates the schools to provide for those with severely limited intellectual capacity. Most of these people believe that the decision to institutionalize a child rests solely with the parent, and further, that severe mental retardation, in and of itself, does not require removing a child from his home. Many of these educators are enthusiastic about the results that have been reported thus far from special classes. They conclude that a well planned and carefully executed school program is essential to the development of the severely retarded child.

The controversy over the efficacy of special day classes for severely retarded children has also involved questions as to the effects of these classes on the parents of such children. The question takes on additional meaning and emphasis with the increasing awareness of the social and psychological problems created for such parents. Although the goals of special education for the retarded are generally formulated in terms of the child, one of the advantages hoped for is the better adjustment of the parent both within the family and in the community. Whether this improved adjustment would come through the mother being separated from the child a few hours each day, or whether it would be a product of the child's increased ability to care for himself is as yet unknown but a question of considerable interest to educators and social scientists alike.

The number of school districts throughout the United States initiating special programs for the severely retarded has increased steadily during the past five years. The benefits derived from these classes, however, have been reported in rather general terms. Up to the present, the few research projects which have attempted to assess changes in the behavior of the child or the adjustment of his parents have been handicapped by the lack of appropriate instruments.

There is a critical need for providing objective data for the evaluation of educational programs for severely retarded children. Controlled studies, such as this one, will contribute to a better understanding of what the public schools can provide for these children and provide a clearer picture of the developmental processes of severely retarded children. It is anticipated that this study will provide specific information relevant to classroom organization, curriculum development, and evaluation of classes for the severely retarded.

Related Research

A thorough and systematic search and analysis of available literature pertaining to studies in the area of special education for the severely retarded indicates certain gains for children as a result of their attending special classes.

The Illinois study (Goldstein, 1956) reported the following results: (a) a slight increase in the rate of mental development in the first year of the two-year project as measured by intelligence tests; (b) differences in teacher and parent reports of progress over the two-year period; (c) social quotients, as measured by the Vineland Social Maturity Scale, remained relatively constant; (d) a more realistic attitude by parents about the abilities and limitations of their children.

The Michigan Demonstration Research Project (Gunther, 1956) has reported the following results: (a) one-third of the children at the Kalamazoo Center showed some progress (one-third were dismissed because of severe behavior disorders). (b) changes in I.Q. in the Barry County group indicate that most of the children maintained their rate of mental growth; (c) behavior ratings by parents and teachers showed general progress on the part of the children in listening, self-care, and individual and group play; (d) there was little significant change in the opinions and attitudes of the parents over the three-year period of this project.

Research now in progress on "The Effects of Severely Retarded Children on Family Integration," (Bernard Farber, University of Illinois) was reported on at the second planning conference of the cooperating institutions (San Francisco State College, October 4, and 5, 1957). Results indicate better marital integration in families where the retarded child is institutionalized rather than at home. The results of this study were reported in terms of a single evaluation of the family situation; the effects of sustained adjustment of parents to different environmental circumstances for the retarded child remains open to question. (See also: Farber, 1957)

Harriet E. Blodgett's (1956) report on "The Impact of Mental Retardation on the Family", stresses the importance of the parents' adaptive capacity in meeting the demands of the parent-retarded child relationship. Weekend diaries kept by the parents and the Parent Attitude Research Instrument, developed at National Institute of Mental Health, were used in the study. The results of this study indicate the need for a systematic study of parent adaptability.

The list of studies dealing with the effects of special education classes for the severely mentally retarded child include:

Hottel, J. V., "An Evaluation of the Tennessee Day Class Program for Severely Mentally Retarded (Trainable) Children." George Peabody College for Teachers, March 1958.

Hottel, John V., "Tennessee Experimental Program of Day Classes for Severely Retarded Children." George Peabody College for Teachers, 1957.

Johnson, G. O. and Capobianco, R. J., "Research Project on Severely Retarded Children." Special Report to the New York State Interdepartmental Health Resources Board, 1957.

Fils, David H., "Pilot Study in Severe Mental Retardation." Department of Special Education, Los Angeles Country Schools, 1955.

Reynolds, Meynard "A Study of Public School Children With Severe Mental Retardation." Minnesota State Department of Education, 1953.

Hypotheses and Experimental Design

The experimental design of the study was presented in the final report of Phase I[1] and is only briefly summarized here.

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[1] This and all subsequent references to the report of Phase I refers to Study of the Effect of Special Day Training Classes for the Severely Mentally Retarded, Final Report of Phase I, March 15, 1957 - June 30, 1958. United States Office of Education, Dept. of Health, Education and Welfare, Contract #SAE 6439.

The specific hypotheses to be tested are:

1. Children in special day training classes for severely mentally retarded children will show a greater increase in social competency over the two-year experimental period than a comparable group of children not attending such schools.
2. Children in special day training classes will show a greater increase in social competency over the two-year experimental period than a comparable group of children attending such classes in state institutions.
3. Parents who have severely mentally retarded children attending special day training classes will show greater increases in parent adaptability than a comparable group of parents of such children not attending school.

In addition to providing data for the testing of the above specific hypotheses, the study should provide meaningful implications for curriculum development and the improvement of school programs for the severely mentally retarded.

The experimental design permits the following comparisons to be made:

1. Comparison on the criterion of social competency between:

Public school classes	vs.	Community non-school Institutional school Institutional non-school
Community non-school	vs.	Institutional school Institutional non-school
Institutional school	vs.	Institutional non-school

2. Comparisons on the criterion of adaptability between:

Parents of children attending public school
vs.
Parents of children not attending public school

The testing of the above hypotheses required the development of two new instruments; The San Francisco Social Competency Scale and a scale of Parent Adaptability. The development of both of these instruments was reported in the Phase I report. The initial test data for the subjects participating in the study are presented in this report with the constructs of social competency and parent adaptability introduced and discussed.

separately, followed by a section relative to the educational programs and teachers involved in the study.

Procedure for Data Collection

Each home to be included in the study was visited by a representative of the research staff. The purposes of the project and the procedures to be followed were explained to the parents. They were told that the purpose of the project was to study the social competency development of mentally retarded children and the way in which they are trained in the home. No references were made to school and non-school comparisons.

After the initial introduction, the information sheet (See Appendix A, II) regarding the retarded child and the family was completed. Both parents were then interviewed simultaneously but independently using the adaptability schedule. Immediately following the adaptability interview, social competency ratings were obtained. One staff member supervised the Social Competency Scale administration while the other administered the Peabody Picture Vocabulary Test and the Stanford-Binet, Form L, to children not enrolled in school. It was not necessary to administer these intelligence measures in the case of school children, since intelligence test data were made available through the public school (See Appendix A, III).

Prior to leaving the family, the parents were reminded that the project would extend over a two-year period and that their cooperation would be appreciated again in June, 1960.

Family Characteristics of the Sample Studied

Information was obtained concerning the characteristics of the families of the community children, all of whom reside in California and Oregon. Data concerning the ages, education attained, and income for this group are summarized in Table 1. There were no significant differences between the families of the control and experimental children on any of the variables in Table 1. The data on parental occupation are presented in Table 2 for this same group and, again, there was no significant difference between the groups. Comparable data on occupation, income, and education for the families of institutionalized children were not available because of the dated nature of institution admission records. There were no selection criteria for involving a family in the study other than that their child met the criteria for inclusion. Evidently the variables of parental age, education, income, and occupation level were random with respect to the two groups.

TABLE 1

AVERAGE AGE, EDUCATION, AND INCOME FOR THE FAMILIES IN THE STUDY (COMMUNITY SUBJECTS)

	Age		Education		Income[a]
	Mo.	Fa.	Mo.	Fa.	
Exper.					
N=	71	65	69	64	66
Mean	38.22	40.95	11.36	10.99	$5000
S.D.	7.79	9.63	2.78	3.21	$1200
Control.					
N=	85	82	84	80	80
Mean	39.94	42.04	11.02	11.15	$5175
S.D.	8.01	10.42	3.19	2.48	$ 970

a Reported in medians and semi-interquartile ranges for major wage earner; father in all cases but five.

TABLE 2

OCCUPATIONAL LEVELS OF THE FAMILY'S MAJOR WAGE EARNER (COMMUNITY SUBJECTS)

Occup. Level[a]	Description	Percentage Exper. (N=68)	Percentage Control (N=83)
5	Professional and high level administrative.	9	6
4	Semi-professional, middle level administrator, employer of 100 people.	9	13
3	High skill manual, small business: 5-10 employees, high level white collar.	35	48
2	Self-employed (1 to 2 employees) routine white collar.	26	19
1	Unskilled laborers	21	13

a Derived from the breakdown of the N.O.R.C. data as reported in Kahl, Joseph Alan, The American Class Structure, Rhinehart, N.Y. 1957, pp 72-75.

II

SOCIAL COMPETENCY

Kirk (1957) has summarized the educational goals in regard to the training of the severely retarded child. (a) The child should be helped to learn basic self-care tasks (such as dressing, eating, toileting) and to protect himself from common dangers in the home, school, and community. (b) He should receive help in developing an adequate social adjustment in the home and neighborhood and in learning to share, respect property rights, and to cooperate in a family unit and with his neighbors. (c) He should be helped to eventually achieve some measure of economic usefulness, limited though this may be. Suggested curriculum guides of both public school and institutional programs generally agree with the goals formulated by Kirk. Disucssions with parents, teachers, and others responsible for the care and training of severely retarded children indicate that these, too, agree with Kirk's stated goals.

Social Competency Construct

Most definitions of mental retardation explicitly include social competency as a major criterion. Other definitions of sub-normal intellectual functioning imply such a criterion. Doll (1941) defines mental retardation as " . . . a state of social incompetence . . resulting from developmental arrest of intelligence."; Louttit (1957) feels that "Social incompetence is the only one (criterion) which has any meaning in the practical area of social problems." Porteous and Corbett (1953) propose that "Feebleminded persons are those who by reason of permanently retarded or arrested mental development existing from an early age are incapable of independent self-management and self-support." Tredgold (1952) even goes so far as to make social competency the criterion of mental retardation.

Broadly speaking, social competency can be seen as the development of learned skills which ultimately permits the child to achieve self-sufficiency and socially contributory behaviors. The underlying continuum may be defined as a movement from dependence to independence. The child's development of social competency will be reflected in the development of his manipulative abilities, moving from other-directed to self-initiated behavior, and from self-oriented to other-oriented behavior.

Evidence to date supports the hypothesis that a child with severe mental retardation will not achieve complete independence, nor, for that matter, will he attain social skills that will contribute much beyond his immediate family and peer environment. We view social competency as falling along a continuum that permits operational and/or situational definitions at any point; the concern here being with the lower end of this continuum. It is important to the severly retarded child and to those around him that he develop an increased ability to take care of himself, that he become aware of the requirements of certain social and inter-personal relationships, and that he is able to make his wants known. These skills are considered to be important to the child in the environment in which he most usually functions. Whether any specific skill is included in a particular context, such as the school program or institution, is not crucial to our general notion of social competency.

The San Francisco Social Competency Scale

The San Francisco Social Competency Scale was initially described in the report of Phase I. Additional data, and a copy of the scale, are contained in the appendix of this report. The scale is made up of 72 items divided into four sub-scales: Self-Help, Initiative-Responsibility, Social Skills, and Communication. The selection of behaviors for the Social Competency Scale came from a number of sources: (1) all of the major curriculum guides developed for the severely retarded in public schools and institutions, (2) discussions with professional personnel, all of whom had extensive experience with mentally retarded children, (3) discussions with parents of severely retarded children and(4) careful examination of existing scales and evaluational instruments.

It should be mentioned at this point that alternative constructs were considered, particularly social maturity, the outstanding example of which is the Vineland Social Maturity Scale (Doll, 1953). This scale has not proved to be appropriate for research because there are insufficient items at the various age levels, and fine discriminations in ability and development are not possible. The concept of social maturity was rejected due to the prevading feeling that a genetic determinant is responsible for the maturational effects. The scale developed for this study purports to measure skills which are essentially learned and amenable to training or education.

Criterion Measures

The definition of social competency should relate to the child's adjustment to his home (or living) situation, rather than to the artificial environment of the classroom. Because of this, and because of the need to make comparisons between children who go to school and those who do not, the items of the San Francisco Social Competency Scale all relate to behaviors which occur in or about the home. The criterion ratings are made by the mother in every case, since she is usually the one responsible for the training and development of the child and the one who knows him best. Clearly, in the non-school situation there is no other individual who could provide a more meaningful description of the child's typical performance in the areas measured by the scale. The Social Competency Scale was written so as to eliminate, as much as possible, value judgments and ratings based on parental expectancies of change. The levels within each item are generally operational and unidimensionally scaled as to difficulty. (This procedure is reported in the report of Phase I, pages 10-11.) The parent is required to rate the child in terms of his usual behavior; the level at which she can depend on the child typically behaving, rather than "the best he has ever done." In effect, the mother provides a rating of the child's general level of functioning, taking into account many observations of the child's behavior. It is anticipated that biases may occur with the use of mother ratings, but there is no basis for assuming that these biases will operate differentially for the experimental or control groups. That is, initial or pre-test ratings should not favor either group. The data presented herein support this notion. In all instances throughout this report, except where outherwise noted, the analysis of the childrens' social competency scores will be based on the mother or, in the case of institutionalized children, on ward-technician[2] ratings. The ward-technician most familiar with the institutionalized child made the ratings for that group. The technician, like the mother, would be expected to give the most reliable and valid description of the child's behavior.

Although the basic criterion measures used in this study are derived through mother (or technician) ratings, some useful comparisons can be made with teacher ratings. Accordingly, teachers were asked to rate the children in their classes who were participating in the study. In order to prevent a marked focus of attention on the children in the experimental group, the teachers were asked to rate a number of children in their classes. Specifically, they were asked to make ratings on all children with 0, 1, and 2 years of school experience.

It is recognized that not all of the items on the scale are observable in all school situations. Therefore, where the skills involved in a particular item on the scale were not included in the school program, and the teacher had no opportunity to observe the child for this activity, she was instructed to put a check next to the statement "No Opportunity to Observe." Where the "No Opportunity to Observe" level was used, the teacher was asked to make an estimate of the child's ability. These latter ratings are referred to as "estimated" ratings, as opposed to the "true" ratings based on behaviors actually observed in the school situation. The "estimated" ratings have not been used in any of the calculations in this report.

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[2] "Ward-technician" is the classification used in California state mental hospitals for those individuals who are responsible for the day-to-day care of the patients.

Sample

All children selected for the study met the criteria listed on pages 5 and 6 of the Phase I report. In general, they were between 5 and 12 years old, had IQs between 20 and 59, and met the requirements for entrance into public school classes for the severely retarded as defined by public law 9801.2 of the California Educational Code. In addition, the children had no previous school experience or comparable formal training. Prior school experience was defined as attendance for over one-half of a school year in an elementary school program or in a program for either educable or trainable retarded children. Parent-operated programs or nursery programs meeting one or two hours twice a week were not treated as "prior school experience or comparable formal training."

Community Children: In the case of the community children attending special day classes (N=73) the determination of each child's eligibility for admission to school and, assuming no prior school experience, eligibility for inclusion in the study, was made by an official of the school district. This group is subsequently referred to as the community experimental group.

The community non-school children (N=68) were selected for the study within the same frame of reference as the experimental group, but the determination of eligibility was made by a representative of the research staff, as no school authorities were involved. These subjects, subsequently referred to as community control subjects, were drawn from two sources:

1. Communities which have no special programs for the severely mentally retarded child. (Approximately 3/4 of the control sample came from such communities.)
2. Communities in which special programs exist, but where extremely long waiting lists and/or transportation difficulties have prevented the enrollment of a number of children in special programs.

The names of these children were obtained through the cooperation of various public and private agencies, such as mental health clinics, probation departments, health departments, parent groups, and public school districts. Initial contacts were made by the various agencies with subsequent testing and interviewing being done by representatives of the research staff.

Institutional Children: The criteria used for the selection of community children were also applied to the institutaional group. A list of children meeting the CA and IQ requirements was drawn up from the hospital files. These children were reviewed and retested with the Stanford-Binet Scale, Form L. Those with severe physical or emotional handicaps were eliminated, as were those whose retest on the Binet indicated an IQ outside of the acceptable range. Members of the school staff saw each child to determine his eligibility for school, but the final decision to retain or reject a child for the study was made by a member of the research staff.

The placement of a child into a school (experimental) or non-school (control) group was based on his proximity to the school building. Although this was not a random selection, it did not introduce any systematic biases between the two groups. There were 43 children in the experimental group and 35 in the control group.

Descriptive Data

The mental ages and chronological ages of the children in the study are presented in Table 3. There are no differences in MA or CA between the experimental and control groups in either setting, but the institutional children, with their lower IQs, have significantly higher CAs and lower MAs. The N's listed in Table 3 for the community sample differ for CA and MA because no MAs were available on 11 of the community children.

TABLE 3

MENTAL AGE AND CHRONOLOGICAL AGE MEANS AND STANDARD DEVIATIONS OF THE TOTAL SAMPLE

	N	M.A. Mean	S.D.	N	C.A. Mean	S.D.
Community						
Exp.	66[a]	3.47	.75	73[a]	8.37	1.54
Control	84	3.32	1.13	88	8.21	1.86
Institution						
Exp.	43	3.16	.94	43	10.15	1.68
Control	35	2.96	.94	35	9.86	2.07

a N's differ due to missing data.

The total sample consists of 142 males and 97 females. Thirty-eight percent of the children are mongoloids, thirty-two percent organics, and twenty-nine percent undifferentiated. The breakdown by sex and diagnosis is presented in Table 4. No diagnostic data are available for five of the control subjects, resulting in a lowered N for this table.

TABLE 4

NUMBER OF CHILDREN BY SEX AND DIAGNOSIS
IN THE TOTAL SAMPLE

		Sex		Diagnosis[a]		
	N	Male	Female	Mong.	Org.	Und.
Community						
Exp.	73	39	34	35	21	17
Control	88	47	41	27	33	23
Institution						
Exp.	43	31	12	19	12	12
Control	35	25	10	8	11	16

a N's differ due to missing data.

The social competency data for the institutional and community groups are analyzed separately because of the evident differences in the two populations. The ages, IQs, and MAs of the two groups differ sufficiently to merit this division.

Analysis of Social Competency Scale Data

Social Competency Scale scores are reported by sub-scale and total scores. In every case, the total score represents a summation of the Self-Help, Initiative-Responsibility, and Social Skills sub-scales. The Communication sub-scale, because it evolved later in the development of the scale, is analyzed separately.

The social competency mean scores and standard deviations for the community group are presented in Table 5a. No significant differences were found between the experimental and control groups on either the total score or any of the sub-scale scores.

TABLE 5a

MEANS AND STANDARD DEVIATIONS FOR SOCIAL COMPETENCY SUB-SCALE SCORES AND TOTAL SCORE FOR THE COMMUNITY SAMPLE

		Experimental	Control
	N=	73	88
Self-Help	Mean	64.64	61.14
	S.D.	12.27	16.18
Init.-Resp.	Mean	41.12	37.73
	S.D.	9.39	11.69
Social Skills	Mean	37.40	35.36
	S.D.	7.43	9.04
Total Score	Mean	143.16	133.74
	S.D.	21.56	33.57
Communication	Mean	52.42	50.55
	S.D.	11.48	12.55

The social competency mean scores and standard deviations for the institutional groups are presented in Table 5b. Again, there are no significant differences between the experimental and control groups on sub-scale or total scale scores. It is interesting to note that significant differences were found for the total score and all sub-scales between the institutional and community groups (F ratios ranged from 6.43 to 36.59). This substantiates the notion that the institutional and communtiy children represent two different populations and supports the decision to treat the two groups independently.

TABLE 5b

MEANS AND STANDARD DEVIATIONS FOR SOCIAL COMPETENCY SUB-SCALE SCORES AND TOTAL SCORE FOR THE INSTITUTION SAMPLE

		Experimental	Control
	N=	43	35
Self-Help	Mean	60.00	54.34
	S.D.	15.34	17.00
Init.-Resp.	Mean	34.46	33.08
	S.D.	11.60	13.08
Social Skills	Mean	30.88	27.68
	S.D.	7.82	7.87
Total Score	Mean	125.35	115.11
	S.D.	33.15	35.55
Communication	Mean	42.25	44.11
	S.D.	13.35	14.93

No differences were found between the mean social competency scores of the three diagnostic groups (mongoloid, organic, and undifferentiated) for either sub-scales or total scores. Separate analysis of variance comparisons were made for each sub-scale, for the total scores, and for the institutional and community groups. No comparison was made between the children within the institution and those in the community. The mean scores and standard deviations by diagnostic group are presented in Tables 6a and 6b. The results of these analyses suggest that diagnostic categories may be ignored in the treatment of social competency data.

A similar analysis was made to determine whether sex differences influence social competency scores. No significant differences were found on either the sub-scale or total scores, indicating that the sexes may be combined for purposes of analysis. Means and standard deviations for males and females for the community and institution groups are presented in Tables 7a and 7b respectively.

TABLE 6a

MEANS AND STANDARD DEVIATIONS FOR SOCIAL COMPETENCY SUB-SCALE SCORES AND TOTAL SCORE FOR DIAGNOSTIC GROUPS
(COMMUNITY SUBJECTS)

		Experimental			Control		
		Mong.	Organic	Undif.	Mong.	Organic	Undif.
	N=	35	21	17	28	32	23
Self-Help	Mean	62.88	65.52	67.18	62.67	57.55	66.83
	S.D.	12.13	11.58	13.55	14.57	18.40	14.36
Init.-Resp.	Mean	40.20	41.48	42.59	41.78	34.61	38.48
	S.D.	10.01	9.08	8.50	9.94	12.90	10.14
Social Skills	Mean	37.11	37.62	37.70	38.07	33.18	37.00
	S.D.	6.68	8.68	7.67	7.30	10.97	7.09
Total Score	Mean	140.20	144.62	147.47	142.52	125.33	142.30
	S.D.	26.35	26.39	25.42	28.97	38.94	27.47
Communication	Mean	51.08	51.57	56.24	53.70	47.68	52.83
	S.D.	9.38	13.76	11.55	11.36	15.26	8.45

TABLE 6b

MEANS AND STANDARD DEVIATIONS FOR SOCIAL COMPETENCY SUB-SCALE SCORES AND TOTAL SCORE FOR DIAGNOSTIC GROUPS (INSTITUTION SUBJECTS)

		Experimental			Control		
		Mong.	Organic	Undif.	Mong.	Organic	Undif.
	N=	19	12	12	8	11	16
Self-Help	Mean	58.16	61.42	61.50	45.75	55.00	61.62
	S.D.	16.41	16.08	13.76	14.65	16.52	16.22
Init.-Resp.	Mean	33.26	36.92	33.92	23.87	33.00	37.75
	S.D.	12.00	9.86	10.13	5.29	14.59	12.81
Social Skills	Mean	30.05	32.58	30.50	26.25	27.64	28.44
	S.D.	6.71	9.29	8.31	7.36	8.77	8.01
Total Score	Mean	121.47	130.92	125.92	96.87	110.64	125.31
	S.D.	35.08	34.17	30.86	24.21	37.95	35.03
Communication	Mean	41.00	52.42	44.83	33.00	48.09	46.94
	S.D.	11.62	14.49	12.73	4.57	15.73	15.80

TABLE 7a

MEANS AND STANDARD DEVIATIONS FOR SOCIAL COMPETENCY SUB-SCALE SCORES AND TOTAL SCORE FOR MALES AND FEMALES (COMMUNITY SUBJECTS)

		Experimental		Control	
		M	F	M	F
	N=	39	34	48	40
Self-Help	Mean	64.79	64.47	61.86	60.34
	S.D.	13.13	11.42	16.16	16.37
Init.-Resp.	Mean	40.38	41.97	36.52	38.05
	S.D.	9.75	8.90	11.69	11.79
Social Skills	Mean	37.18	37.65	35.77	34.90
	S.D.	7.19	7.78	8.91	9.27
Total Score	Mean	142.31	144.09	134.15	133.29
	S.D.	27.02	25.14	32.77	34.87
Communication	Mean	50.32	54.85	50.20	48.68
	S.D.	18.10	11.47	12.32	12.93

TABLE 7b

MEANS AND STANDARD DEVIATIONS FOR SOCIAL COMPETENCY SUB-SCALE SCORES AND TOTAL SCORE FOR MALES AND FEMALES (INSTITUTION SUBJECTS)

		Experimental		Control	
		M	F	M	F
	N=	31	12	25	10
Self-Help	Mean	61.00	57.42	55.52	51.40
	S.D.	15.63	11.32	16.31	16.31
Init.-Resp.	Mean	35.68	31.33	34.28	30.10
	S.D.	10.98	12.61	12.85	13.86
Social Skills	Mean	31.87	28.33	28.44	25.80
	S.D.	8.08	6.70	7.75	8.49
Total Score	Mean	128.55	117.08	118.24	107.30
	S.D.	33.43	32.28	53.60	36.99
Communication	Mean	45.48	44.67	44.84	42.30
	S.D.	14.17	11.48	14.39	17.15

Social Competency Scale ratings were obtained from the mother of every child in the community group and from the ward technicians for every child in the institutional group. Ratings were also obtained from teachers for every experimental child, both for the community and institutional groups. Father ratings were obtained only where convenient, as these were needed for supplemental analyses only. Ratings were obtained from 46% and 59% of the fathers of community experimental and control children respectively. The above data permit comparisons of mother-teacher ratings, mother-father ratings, and technician-teacher ratings.

The mother-father comparisons for the community experimental and control children are presented in Table 8. The mean social competency scores are given for each sub-scale, as well as for the total scores. Correlations between mother and father ratings range from .67 to .82 with median correlations of .79 for the experimental group and .80 for the control group. Analyses by *t* tests indicate that there were no significant differences between mother and father ratings for either group.

TABLE 8

MEANS, STANDARD DEVIATIONS, AND CORRELATION OF MOTHER-FATHER SOCIAL COMPETENCY RATINGS FOR COMMUNITY SUBJECTS

		Experimental (N=34)			Control (N=52)			
		Mo.	Fa.	*r*		Mo.	Fa.	*r*
Self-Help	Mean	62.56	63.24	.77	M	59.29	57.69	.79
	S.D.	12.65	13.72		S.D.	15.26	14.34	
Init.-Resp.	Mean	40.41	38.18	.82	M	36.79	35.40	.72
	S.D.	9.27	10.30		S.D.	11.35	11.14	
Social Skills	Mean	37.03	36.32	.67	M	34.12	34.04	.80
	S.D.	7.80	9.05		S.D.	9.01	8.94	
Total Score	Mean	140.00	137.74	.81	M	130.19	127.33	.81
	S.D.	26.92	29.64		S.D.	31.69	31.45	
Communication	Mean	52.79	51.74	.79	M	50.35	49.62	.82
	S.D.	11.20	13.55		S.D.	12.70	13.46	

The analysis of mother-teacher and technician-teacher ratings suggests that mothers and ward-technicians consistently and significantly rate higher than do teachers. With only one sub-scale (Initiative-Responsibility) were the differences between technicians and teachers not significant. The entries in Tables 9 and 10 represent mean-item scores and their variances for each group. A mean-item score represents a summation of raw scores divided by the number of items rated. The use of mean-item scores was necessary because the "No Opportunity" ratings by teachers reduced the number of scorable items for that group. The number of "No Opportunity" items marked varied from child to child and from teacher to teacher, making direct comparisons of raw scores meaningless. To make the appropriate mother-teacher and technician-teacher analyses it was necessary to make comparisons on an item-to-item basis for each child by eliminating items from the mother scales which had not been rated by teachers (see Tables 9 and 10).

TABLE 9

MEANS, STANDARD DEVIATIONS, AND CORRELATION (PEARSON) OF MOTHER-TEACHER SOCIAL COMPETENCY RATINGS[a] FOR COMMUNITY EXPERIMENTAL SUBJECTS
(N=73)

		Mother	Teacher	r	t
Self-Help	M	2.75	2.45	.50	4.60**
	S.D.	.57	.54		
Init.-Resp.	M	2.56	2.02	.05	5.39**
	S.D.	.60	.61		
Social Skills	M	2.52	1.97	.38	8.69**
	S.D.	.55	.38		
Total Score	M	2.64	2.18	.28	6.34**
	S.D.	.44	.57		
Communication	M	2.88	2.36	.63	6.58**
	S.D.	.77	.80		

a See text for explanation of scores
** P= .01

TABLE 10

MEANS, STANDARD DEVIATIONS, AND CORRELATION (PEARSON) OF TECHNICIAN-TEACHER SOCIAL COMPETENCY RATINGS[a] FOR INSTITUTIONAL EXPERIMENTAL SUBJECTS (N=43)

		Tech.	Teacher	r	t
Self-Help	M	2.59	2.26	.08	2.51*
	S.D.	.67	.65		
Init.-Resp.	M	2.16	1.86	.17	N.S.
	S.D.	.68	.44		
Social Skills	M	2.17	1.85	-.16	2.44*
	S.D.	.59	.55		
Total Score	M	2.30	1.99	.01	2.65*
	S.D.	.56	.51		
Communication	M	2.60	2.16	.38	3.69**
	S.D.	.73	.74		

a See text for explanation of scores.
* P= .05
** P= .01

Analysis of No Opportunity ratings

Reference has previously been made to the fact that many of the behaviors involved in our definition of social competency are not readily observable in the classroom. Most of the items on the scale received some "No Opportunity" ratings by the teachers. (See Appendix A, Table A:1.) A third of the items were rated N.O. by at least half of the teachers in the community schools. Evidently, the teachers in the institutional setting were able to observe their children in a wider range of activities, as only 17% of the items received N.O. ratings by 50% of the teachers. Generally speaking, the Self-Help items received the largest percentage of N.O. ratings, while the Communication sub-scale received the least.

The items marked N.O. by teachers were generally consistent with what one would expect. Items involving such things as food preparation, bed making, the brushing of teeth, etc. are not as observable in the classroom as are such items involving opening doors or the removing of outer clothing, and this was reflected in the distribution of the No Opportunity ratings.

The fact that some items were more or less difficult than others seemed to have no influence on whether the behaviors involved were observable in the classroom. Teachers evidently had as much opportunity to observe the more difficult items, such as care of finger nails, hanging up clothes, telling time, or self-identification as they did to observe the easier items, such as toileting, nose wiping, or behavior in public. A correlation between the rank ordering of difficulty levels, and the precent of N.O. ratings given to an item produced tau coefficients of .12 for Self-Help, -.03 for Initiative-Responsibility, -.09 for Social Skills, and -.47 for Communication. None of these correlations were significant.

No attempt was made in this project to match the experimental and control groups along socio-economic variables. The assumption was made that there would be no relationship between social competency in children and such variables as parental education, occupation, or income. The validity of this assumption was evaluated by correlating Social Competency scores with the rankings of parental occupation, income, and education for both community groups. The result of these analyses indicate that no significant relationships exist between these variables and social competency. The correlations (Gammas[3]) between sub-scales on the social competency scale and the relevant variables are presented in Tables 11a and 11b. It may be noted that they range from a -.22 for Social Skills and income for the experimental group to a -.14 for the Total Scale with income for the control group. Inasmuch as none of these correlations are significant it can be concluded that the failure to match groups on these socio-economic variables should not complicate the interpretation of the final results.

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[3] All correlations reported are gamma coefficients unless stated otherwise. It was decided to use this non-parametric measure of association since it was felt that in most cases that data did not meet the underlying assumptions of more conventional procedures.

Gamma measures the directed order of association; the degree to which the order of x is generally the same as the order of y. Specifically:

$$\text{gamma} = \frac{\text{probability of like orders minus probability of unlike orders}}{\text{sum of like and unlike probabilities}}$$

TABLE 11a

SOCIAL COMPETENCY SUB-SCALE AND TOTAL SCORE CORRELATIONS (GAMMA) WITH FAMILY VARIABLES FOR COMMUNITY EXPERIMENTAL SUBJECTS

	Age		Education		Income	Occup.	Number of Children
	Mo.	Fa.	Mo.	Fa.			
N=	71	65	69	64	66	68	
Self-Help	-.03	.05	-.07	-.06	-.06	-.02	.03
Init.-Resp.	-.04	.08	-.18	-.06	-.19	-.05	.00
Social Skills	-.09	-.04	-.05	-.03	-.22	-.11	.00
Total Score	-.07	.04	-.12	-.03	-.16	-.07	.00
Communication	-.15	-.10	-.02	.10	.06	.10	-.17

TABLE 11b

SOCIAL COMPETENCY SUB-SCALE AND TOTAL SCORE CORRELATIONS (GAMMA) WITH FAMILY VARIABLES COMMUNITY CONTROL SUBJECTS

	Age		Education		Income	Occup.	Number of Children
	Mo.	Fa.	Mo.	Fa.			
N=	84	82	84	80	80	83	
Self-Help	.12	.09	-.04	-.13	-.16	-.06	-.10
Init.-Resp.	.16	.13	.01	.00	-.13	-.05	-.05
Social Skills	.09	.08	.06	.07	-.11	-.05	.01
Total Score	.16	.13	.01	-.04	-.14	-.06	-.05
Communication	.01	.01	.11	.14	.02	.12	-.04

Gamma coefficients were computed for the social competency sub-scales and total scores with I.Q.'s, M.A.'s, and C.A.'s of the children. These correlations are presented in Tables 12a and 12b. The Social Competency Scale was found to correlate significantly with mental age for the community control group. Significant correlations were also found for most of the Social Competency sub-scales with I.Q. and M.A. for this same group. Fewer significant relationships were found for the community experimental and the two institution groups. Although the magnitude of some of the correlations was about the same for these other groups, the lower number of subjects made it impossible to reject the hypothesis of no relationship with confidence.

TABLE 12a

SOCIAL COMPETENCY SUB-SCALE AND TOTAL SCORE CORRELATIONS (GAMMA) WITH I.Q., M.A., AND C.A. FOR COMMUNITY SUBJECTS

	Experimental (N=73)				Control (N=68)		
	I.Q.	M.A.	C.A.		I.Q.	M.A.	C.A.
SH	.06	.26*	.23*	SH	.13	.34*	.30*
IR	.00	.15	.17	IR	.19*	.26*	.18*
SS	.18	.26*	.10	SS	.29*	.34*	.15
T	.09	.23*	.20*	T	.20*	.33*	.25*
Comm	.37*	.32*	.07	Comm	.33*	.33*	.08

* Significant beyond .05 level

TABLE 12b

SOCIAL COMPETENCY SUB-SCALE AND TOTAL SCORE CORRELATIONS (GAMMA) WITH I.Q., M.A., AND C.A. FOR INSTITUTIONAL SUBJECTS

	Experimental (N=43)				Control (N=35)		
	I.Q.	M.A.	C.A.		I.Q.	M.A.	C.A.
SH	.14	.32*	.10	SH	.15	.21	.25
IR	.04*	.21	.07	IR	.12	.15	.19
SS	.15	.13	.06	SS	.13	.11	.06
T	.20	.27*	.03	T	.05	.11	.21
Comm.	.64*	-.15	.11	Comm.	.34*	.38*	.16

* Significant beyond .05 level

Reliability Data

Two methods were employed to evaluate the reliability of the Social Competency Scale. Odd-even internal consistency coefficients (corrected) were computed for the sub-scales and the total scale for all samples. These coefficients range from a low of .72 for the Social Skills sub-scale with the institutional experimental group to a high of .99 for the Communication sub-scale for both institutional groups. It will be noted that the total scale generally yields the highest correlations, as would be expected, ranging from .93 to .98. These correlations suggest that the internal consistency of the scale is reasonably high (See Table 13).

TABLE 13

ODD-EVEN INTERNAL CONSISTENCY COEFFICIENTS (CORRECTED PEARSON r's) FOR SUB-SCALES FOR ALL SAMPLES

	Community		Institution	
	Experimental	Control	Experimental	Control
N=	73	88	43	35
Self-Help	.92	.94	.98	.96
Init.-Resp.	.90	.88	.95	.95
Social Skills	.79	.85	.72	.94
Total Score	.93	.98	.95	.98
Communication	.90	.96	.99	.99

The second method involved a comparison of item-difficulty from group to group for each sub-scale. The hypothesis was made that the item difficulty level would remain constant across groups, that is, that an item which was easy for one group would be easy for all others, and vice versa. To test this hypothesis, each item within the four sub-groups was ranked for difficulty by establishing a mean-item score. The mean-item scores were then ranked and Tau correlations computed. These correlations are presented in Table 14 and the mean-item scores with their ranks are presented in Appendix A, Table A:2. It will be noted that comparisons within settings yield higher correlations than comparisons across settings. All the correlations in Table 14 are significant beyond the .05 level.

Although some of these correlations are not as high as one would wish for, they do suggest that the difficulty level of the items remains relatively constant from group to group. In interpreting these correlations, one should bear in mind that the mean-item scores range from 1.00 to 3.48 and that the average difference between ranks is approximately 0.13. This very small average difference plus the restricted range makes high correlations virtually impossible to achieve. The attainment of a mean correlation of .78 for the two community groups, in spite of the restricted range and the almost minute differences in item difficulty levels, speaks highly of the reliability of the items. The mean of the sub-scale correlations drops to a .68 for the institutional groups, and to the low fifties when institutional groups are compared with community groups.

TABLE 14

RANK ORDER CORRELATION (TAU) OF ITEMS BETWEEN SAMPLES FOR EACH SUB-SCALE

	Comm.Exp. versus Comm.Cont.	Comm.Exp. versus Inst.Exp.	Comm.Exp. versus Inst.Cont.	Comm.Cont. versus Inst.Exp.	Comm.Cont. versus Inst.Cont.	Inst.Exp. versus Inst.Cont.
Self-Help	.82	.48	.47	.49	.63	.65
Init.-Resp.	.72	.46	.60	.45	.63	.68
Social Skills	.87	.57	.49	.63	.56	.83
Communication	.72	.54	.48	.56	.56	.33

The Social Competency Scale was analyzed for its internal consistency by *correlating each individual item with sub-scale* and total scores for both community and institutional groups. The correlations between sub-scale scores and total scores were also computed. These latter correlations are presented in Tables 15a and 15b. It may be noted that the Self-Help, Initiative-Responsibility, and Social Skills sub-scales correlate well with each other and with the total scale but that the Communication sub-scale correlations appear to be somewhat different for the control and experimental groups.

TABLE 15a

SOCIAL COMPETENCY SUB-SCALE AND TOTAL SCORE INTER-CORRELATIONS (GAMMA) FOR COMMUNITY SUBJECTS

	Experimental (N=73)				Control (N=88)			
	IR	SS	T	Comm.	IR	SS	T	Comm.
SH	.57	.40	.76	.09	.58	.48	.77	.37
IR	-	.55	.78	.18	-	.64	.81	.48
SS		-	.66	.34		-	.72	.57
T			-	.22			-	.51

TABLE 15b

SOCIAL COMPETENCY SUB-SCALE AND TOTAL SCORE INTER-CORRELATIONS (GAMMA) FOR INSTITUTIONAL SUBJECTS

	Experimental (N=43)				Contorl (N=35)			
	IR	SS	T	Comm.	IR	SS	T	Comm.
SH	.61	.43	.74	.02	.64	.47	.71	.34
IR	-	.57	.73	-.03	-	.64	.75	.48
SS		-	.57	.08		-	.65	.41
T			-	.06			-	.32

The item correlations are presented in Appendix A, Table A:3 and Table A:4 for the community and institutional groups. These figures suggest in general that most of the items correlate better with their own sub-scale than with the other sub-scales.

Social Competency Scale Ratings on Out-of-State Children

Social Competency Scale ratings were obtained on 34 children living in Chicago and Baltimore. The out-of-state children selected for study met the same criteria for inclusion as the children forming the basic community experimental sample of' the project. No control group ratings were obrained. These ratings were acquired through the cooperation of the school officials in the two cities. Copies of the scale were sent to three areas with appropriate instructions for administration. Due to a misunderstanding of the administration procedure, the data from the Boston group were not comparable and therefore eliminated from the study. The three areas, Boston, Chicago, and Baltimore were selected because their programs were sufficiently large to have many children entering school for the first time at the start of the experimental period.

These ratings were obtained primarily to provide data on regional differences with the Social Competency Scale. It is also hoped that some comparison of Social Competency development between in-state and out-of-state groups will be possible when the children are retested at the end of the experimental period. However, inasmuch as the present experimenters have no direct control over the gathering of these data, the number of subjects for this group may decrease to such an extent over the two-year period that such a comparison becomes impractical.

The mental age and chronological age means and standard deviations for this group are reported in Table 16, along with the comparable data for the in-state community experimental group. Because of incomplete data, these out-of-state means are based on different Ns. It may be noted that the N.A.'s and C.A.'s of the Chicago and Baltimore children are higher than those for the basic community experimental group. These differences (sig. beyond .05) mean that direct comparisons on group-to-group basis are meaningless. Such a direct comparison shows a significant difference between the two groups for Social Competency scores with the out-of-state group scoring higher. It was possible, however, to compare the Social Competency scores of the two groups by matching children along the chronological age variable. A treatments-by-subject analysis of variance produced an F-ratio of 2.867 which was not significant with 1 and 28 degrees of freedom. The conclusion reached, based on this analysis, is that there are no Social Competency differences between the in-state and out-of-state groups when they are matched on chronological age.

TABLE 16

MENTAL AGE AND CHRONOLOGICAL AGE MEANS AND STANDARD DEVIATIONS FOR CHILDREN FROM BALTIMORE AND CHICAGO COMPARED WITH CALIFORNIA CHILDREN

	Out-of-State	In-State	Difference
Chronological Age			
Mean	114.53	102.89	11.64*
S.D.	22.91	18.46	
N	34	73	
Mental Age			
Mean	46.74	41.68	4.06*
S.D.	7.78	9.00	
N	31	66	

* Sig. beyond the .05 level

PART III

PARENT ADAPTABILITY

The fundamental research question to which this project is devoted is concerned with the efficacy of special day classes for severely mentally retarded children. The implications of this question extend beyond the assessment of direct educational services to the retarded child. A mentally retarded child as a member of a family has an influence on the social and psychological adjustment of the other family members. This influence is generally considered to be a problematic nature. Such a child may place new demands on parents and siblings, demands which may require a reorientation of behavioral modes, attitudes, and values. It has been frequently suggested that the child's attendance in a public school program can indirectly facilitate the parents' adjustment, and consequently the mental health of the family. An investigation of some of the parent variables, as they are affected by the child's placement in school is, therefore, a major interest of the present study.

It was decided that a meaningful area of concentration would be the parent's relationship with his retarded child. The assumption is that improvement in this relationship will increase the parent's effectiveness in meeting the problems of every-day life. It is hypothesized that the school, in addition to being of benefit to the retarded child, will contribute to the parent's effectiveness in handling problematic situations which occur between him and his child.

The concept of parent adaptability was decided upon as the conceptual framework within which to evaluate the parent-child relationship and changes in the parent's ability to deal with his child effectively.

The conceptual framework and the methods used in the development of the adaptability scale, were discussed in the final report of Phase I of the project.

The Parent Adaptability Scale

Rationale: An underlying assumption in the decision to utilize the concept of adaptability stems from the knowledge that the parent of a severly retarded child faces new and different situations with which he has had no previous experience. The demand on the parent,as Blodgett (1956) has pointed out, appears to be that of adapting oneself to situations which are usually not anticipated or planned for.

Theoretically, the child's attendance in a public school program will increase the parents' adaptability. The acceptance of a severely retarded child into a school program offers the parent hope that his situation is not completely static and that some beneficial effects may accrue. The parent may be helped to see the child in a different perspective and assess, more clearly, his limitations and capabilities in the light of the school's evaluation of his child. The opportunity to confer with teachers, psychologists, and other professional people may enable the parent to evaluate his past experiences with the child, thus making it possible to utilize new concepts and approaches.

Scale Difinitions

Based on Burgess and Wallin's (1953) theoretical formulation, adaptability is defined as: The ability to change roles, attitudes, and actions in order to meet effectively new or modified situations. Three interacting components contribute to this ability; motivation, empathy, and flexibility. These components are considered to be, in combination, the essential factors in a person's adaptability. In order for a person to meet a new or modified interpersonal situation effectively he must first want to do something about the situation. Secondly, he must understand enough about the other person involved to decide what sort of action is necessary, and lastly, he must have a wide enough repertoire of behaviors available to be able to employ the appropriate action.

Motivation, for the purposes of this study, is determined by the degree to which the parent is willing to involve himself in activities with the child, in order to achieve certain goals for the child. This involvement is characterized by: (1) the parent's recognition as to what actions are necessary on his part to achieve desired goals, and (2) the specific action taken by the parent to accomplish these ends.

Empathy is defined as the ability to take the role of another by recognizing and understanding the other person's feelings, motivations, and cognitive processes. The continuum moves from an inability to explain the behavior of another to the ability to explain such behavior in precise terms relevant to a given situation.

Flexibility represents the ability to employ alternative means of action in a given interpersonal situation. The continuum is conceived of as moving from categorical, unvaried responses to the more carefully evaluated response appropriate to a particular situation.

For operational definitions of the various criterion levels for each of the components, the reader is referred to Appendix B, II.

Scale Development

The development of the Parent Adaptability Scale proceeded along two interdependent and simultaneous paths: one, the development of the interview schedule, and the other, the development of the criteria for judging responses. The situations used in the interview schedule were determined on the basis of 60 preliminary interviews. Questions were accepted for use in the interview on the basis of their meaningfulness to the parents, the range of responses, and the ability to differentiate between parents on the adaptability criteria. From an original pool of fifty situations, twenty-four were accepted for the final schedule (A more complete description of the development of the scale may be found in the final report of Phase I of the project). The criteria were arrived at through (a) discussions and the logical analyses of the situations in terms of the components of adaptability, and (b) the analyses of parent responses to the scale. A copy of the Parent Adaptability Interview and the criteria for evaluating the responses are presented in Appendixes B, I and B, II.

Data Collection

The Interview: Both mothers and fathers were interviewed simultaneously and independently by interviewers specifically trained for this project. A standardized interview schedule was employed. The interview was designed to obtain responses which could be judged on the three components of adaptability. The questions referred to a number of parent-child situations, ranging from a child's behavior at the dinner table to the child's social relationships with persons outside the family. In all cases the interviews were tape-recorded.

Transcription and Judging: Verbatum transcripts were made from the recordings and the subject's responses for every situation were entered on separate slips of paper. The slips were stamped with the random number representing the subject. Judges were given no other identifying data. The responses were then grouped according to the question number and component. Fifty such responses were given to a judge at a time. No pair of judges rated all the responses for any group of subjects. This method would seem to virtually eliminate halo effect.

The training process usually consisted of a four-hour session in which a component's concept and the operational definitions were explained. During this period practice ratings were made, using pre-experimental data. The experimenter was on call at other times to discuss particular difficulties and misunderstandings relating to the criteria.

Five pairs of judges were used to rate responses. They were all trained and qualified as psychologists, psychiatric social workers, or sociologists. It would have been advisable to periodically alternate the partners in the teams of judges, but because of geographical and time problems, this was not feasible. Location was the prime criteria for determining which judges worked together.

After each judge in a team completed making independent ratings on a group of 50 responses, he would meet with his partner in order to arrive at agreed ratings. The independent ratings were used for measuring inter-judge reliability. The agreed ratings were used for the actual scoring of subject's responses.

A mean score for a parent on each of the three components was computed on the basis of judges' agreed ratings. This method was utilized because not all of the situational questions were appropriate to every parent, resulting in some missing data. The adaptability score for a subject was determined by computing a mean score from the sum of the component scores.

Sample Characteristics

The only criteria used for selection of parents was the suitability of their children for the study.

The parents of institutional children were excluded from this phase of the research. This was necessary because parents of institutional children did not have day-to-day contact with their child, a necessary pre-requisite for answering questions on the adaptability interview. In addition, the admission policies of the institution give high priority to children coming from homes which show evidence of family disintegration, poor mental health, and present community problems. Such parents, therefore, come from a select population. Comparisons between this group of parents and community parents would as a consequence tend to be biased. Parent adaptability comparisons will, therefore, be restricted to the community-school and the community non-school groups.

A total of 255 parents of 140 children were interviewed for the study. Of this group 11 were lost because of difficulties with the recording equipment, resulting in interviews which could not be transcribed. Four parents were eliminated when two of the children were dropped from school as not being suitable. The parents of one child refused further cooperation. Nine parents in the Portland area were eliminated because testing and observation indicated that their children did not meet the criteria for eligibility to special classes. This resulted in a loss of 14 additional interviews. The final sample, as indicated in Table 17, includes 213 parents and 121 children.

The community-school (experimental group) consists of 51 mothers and 43 fathers; the community non-school group (control) consists of 62 mothers and 57 fathers. Totally the sample includes 113 mothers and 100 fathers.

TABLE 17

PARENT ADAPTABILITY SAMPLE

	Experimental	Control	Total
Mother	51	62	113
Father	43	57	100
	94	119	213

There are 9 single mothers (either divorced, separated, or widowed) in the experimental group, as compared to 2 such mothers in the control group.

As indicated on page 6, there are no significant differences between the control and experimental groups in socio-economic status, or in age of parents.

Data Analysis

With the exception of the flexibility component, the control and experimental groups do not differ significantly on parent adaptability scores. However, an examination of Table 18 will show that the scores of experimental parents are consistently higher than those of the control group. This fact, coupled with the significant difference on flexibility ratings, indicate an important divergence between the two groups. The evidence is not sufficient to make the generalization that these two groups do, in fact, represent different populations of parents in terms of their adaptive abilities. The necessity for care in analyzing change scores is, however, apparent. Analysis of co-variance will be used to equate the control and experimental samples when changes between pre and post-test data are measured.

The analysis of variance data indicates that fathers differ from mothers significantly on every sub-scale, with the exception of empathy. These differences are sufficient for us to generalize that the parents represent different populations with respect to adaptability. The two groups, therefore, will be treated independently as far as the analysis of the data is concerned.

TABLE 18

MEANS AND STANDARD DEVIATIONS FOR MOTHERS AND FATHERS FOR EXPERIMENTAL AND CONTROL GROUPS

		Experimental		Control	
		Mo. (N=51)	Fa. (N=43)	Mo. (N=62)	Fa. (N=57)
Empathy	M	3.31	3.15	3.23	3.22
	S.D.	.53	.54	.51	.49
Motivation	M	3.31	3.12*	3.19	3.01
	S.D.	.70	.57	.58	.62
Fexibility	M	3.42	3.18**	3.21*	3.11
	S.D.	.50	.50	.46	.43
Adaptability	M	3.37	3.16*	3.20	3.13
	S.D.	.47	.43	.44	.42

* Mother-Father difference P < .05
** Mother-Father difference P < .01

The low correlation between parents on adaptability, as indicated on Table 19, raises some question as to the differentiation between parents of retarded children and the comparative differences which may occur with parents of normal children.

TABLE 19

MOTHER-FATHER CORRELATIONS (GAMMA)
FOR SUB-SCALES AND ADAPTABILITY SCORES

(N=91)

Empathy: .17

Motivation: .08

Flexibility: .20

Adaptability: .20

Scale Analysis

Reliability of Independent Judgments: The inter-judge reliability of the independent ratings are presented in Table 20. Table 21 indicates the degree of agreement and extent of disagreement between judges in percentage terms.

TABLE 20

INTER-JUDGE CORRELATIONS (GAMMA)
FOR SUB-SCALES

Judge Pairs	Empathy	Motivation	Flexibility
A-B	.99	.99	.99
C-D	.99	.98	.91
E-F	.75	.96	.84
G-H	.90	.60	-
I-J	.83	.66	-
I-K	-	-	.79

TABLE 21

PERCENTAGE OF INTER-JUDGE AGREEMENT FOR SUB-SCALES

Empathy

Judge Pairs	% Agreement	1 Level Disagreement	More than 1 Level Disagreement
A-B	91.0	.09	.00
C-D	94.0	.06	.00
E-F	54.0	40.0	.06
G-H	57.0	34.0	.09
I-J	50.0	46.0	.04
I-K	-	-	-

Motivation

Judge Pairs	% Agreement	1 Level Disagreement	More than 1 Level Disagreement
A-B	75.0	14.0	.01
C-D	90.0	10.0	.00
E-F	74.0	11.0	.05
G-H	71.0	.09	20.0
I-J	63.0	25.0	22.0
I-K	-	-	-

Flexibility

Judge Pairs	% Agreement	1 Level Disagreement	More than 1 Level Disagreement
A-B	86.0	13.3	.00
C-D	87.5	10.5	.02
E-F	73.0	25.0	.02
G-H	-	-	-
I-J	-	-	-
I-K	62.5	23.	14.5

Judges A and B were the most experienced raters, having participated in the pre-experimental phase of the project. The low correlations of Judges G and H, and Judges I and J on the Motivation sub-scale appear to be due to interpersonal difficulties, rather than greater ambiguity in this particular sub-scale.

One member of set G and H took strong exception to the entire rating scheme, as well as the conceptual framework upon which it was developed. In set I and J personal disagreements between the two judges resulted in one of them withdrawing from any further participation. Neither group of judges contributed appreciably to the total number of ratings. Judges G and H did 10% of the Motivation ratings, while I and J completed only 6%. Judges G, H, and J did not participate in making Flexibility ratings.

Ratings were made on close to 10,000 individual responses, a procedure that took about 3 1/2 months to complete.

The data generally support the contention that the process for rating parent adaptability is sufficiently reliable for research purposes.

Internal Consistency of the Scale: In view of the mother-father differences discussed above, it was necessary to analyze the scale separately for these two groups.

The internal consistency of the scale seems to be greater for mothers than for fathers, as indicated in Table 22. The correlations between the sub-scales and total adaptability remain quite consistent for mothers and give evidence that each of the components is contirbuting about equally to the total scale.

Fathers, on the other hand, tend to have lower inter-sub- scale correlations. In additon, the Flexibility sub-scale does not correlate as well with Total Adaptability as do the other components.

An examination of the item sub-scale correlations (Appendix B, Table B:1) indicates that scale questions tend to operate differently from mothers and fathers. For example, two questions appear to have little association with the mothers' adaptability score. They are Flexibility question 19, which is concerned with a child's failure to pick up his toys, and Motivation question 26, which focuses on the child's getting along with adult strangers. Apparently, for mothers, the responses that these two questions elicit are not consistent with those of the other questions in the interview. For fathers, on the other hand, these questions tend to be contributing to the determination of father adaptability. However, such items as Empathy questions 2, 4, and 5, and Flexibility question 5, all dealing with the child at the dinner table, as well as Empathy question 10, which has to do with a child's going to bed, make little or no contribution to the fathers' adaptability score.

TABLE 22

ADAPTABILITY SUB-SCALE INTER-CORRELATIONS (GAMMA)

Mothers (N=113)

	Motivation	Flexibility	Adaptability
Empathy	.48	.49	.72
Motivation	-	.48	.75
Flexibility	-	-	.75

Fathers (N=100)

	Motivation	Flexibility	Adaptability
Empathy	.35	.31	.71
Motivation	-	.32	.70
Flexibility	-	-	.58

In general, these correlations indicate that the scale for both mothers and fathers is sufficiently consistent to support the theoretical assumption that each of the components contribute to the concept of adaptability. The sub-scale correlations are high enough to indicate that the components are inter-related. The higher correlation of each sub-scale with adaptability indicates that each is making its unique contribution to the total score.

With the exception of two questions, the mothers' item correlations are higher with their own sub-scales than with other sub-scales. For fathers, of the 43 items, 9 correlate higher with a sub-scale other than their own (see Appendix B, Table B:1).

The data, especially for mothers, tends to support the assumption that the behaviors measured within each of the sub-scales are relatively homogeneous.

Odd-Even Reliability

As a further test of internal consistency and for homogeneity, odd-even correlations were obtained for each sub-scale and for total adaptability scores.

Using the Spearman-Brown correction for attenuation, the correlations for mothers on the total scale was .84. For fathers the correlation was .81. This data suggests that scale reliability is sufficiently high, particularly in view of the fact that the skills measured are relevant to the situations and to the particular meaning a situation will have in terms of the parents' experiences.

TABLE 23

ODD-EVEN RELIABILITY COEFFICIENTS[1]
FOR ADAPTABILITY SUB-SCALES

	Mother (N=113)	Father (N=100)
Empathy	.73	.67
Motivation	.77	.68
Flexibility	.68	.81
Adaptability	.84	.81

[1] Pearson product moment coefficient with the Spearman-Brown Prophecy formula.

The odd-even reliability coefficients for each of the sub-scales are also presented in Table 23. The stability of these correlations is questionable, however, in view of the limited number of items in each sub-scale. The Empathy and Flexibility scales have 15 items each, and the Motivation scale 13 items. In addition, the occurrence of missing data further reduces the number of items for any given subject.

It should be pointed out that the Adaptability Scale is situationally oriented, and therefore cannot be directly compared with an instrument whose intent is to measure specific skills which would be applicable under any circumstance. It is probable that the most highly adaptable parent will use only a routine form of behavior in a situation that is going well and which presents no particular problem. It is only when the situation is in some way a threat or challenge that the parent will be called upon to put into play the cognitive processes and behavioral alternatives, which would tend to raise his adaptability rating. A hypothesis that has not yet been tested is that highly adaptable parents will have a greater variance of scores than will parents whose total score is low.

Correlations of Adaptability With Other Variables

The relationship of adaptability with certain variables, which were external to the child's social competency or school experience, but nevertheless conceivably important to a parent's functioning, was determined. In all, 7 variables were involved. Three of these, income, education, and occupation, can logically be grouped under the heading of socio-economic status. The correlations for these variables are presented in Table 24. The adaptability correlations with the child's mental age and the child's chronological age, number of children in the family, and parental age, are reported in Tables 25, 26, and 27. The relationship between adaptability and socio-economic factors again gives evidence of significant differences between mothrers and fathers. Fathers' adaptability scores indicate significant correlations with each of the socio-economic variables, while mothers' adaptability scores are significant only with education. This latter result supports conclusions arrived at by Sears, et al (1957 pp 433-435). The former results seem to substantiate earlier findings that role differentiation between parents is greater in lower socio-economic groups.

TABLE 24

PARENT ADAPTABILITY SUB-SCALE AND TOTAL SCORE CORRELATIONS (GAMMA) WITH SOCIO-ECONOMIC VARIABLES

	Empathy		Motivation		Flexibility		Adaptability	
	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.
Income	.14	.22*	.03	.22*	.10	.23*	.11	.27*
Education	.29*	.18	.20*	.18	.24*	.40*	.29*	.33*
Occupation	.13	.17	.02	.16	.10	.32*	.08	.28*

Mother (N=111) Father (N=98)
* P= < .05

The correlations with mental and chronological age and number of children in the family show no association with adaptability scores.

TABLE 25

ADAPTABILITY SUB-SCALE AND TOTAL SCORE CORRELATIONS (GAMMA) WITH MENTAL AGE AND CHRONOLOGICAL AGE OF RETARDED CHILD

	Empathy		Motivation		Flexibility		Adaptability	
	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.
M.A.	.03	-.08	.07	.04	.09	.00	.07	.03
C.A.	-.12	-.11	-.06	-.06	-.09	-.11	-.10	-.08

Mother (N=112) Father (N=98)

TABLE 26

ADAPTABILITY SUB-SCALE AND TOTAL SCORE CORRELATIONS (GAMMA) WITH NUMBER OF CHILDREN IN THE FAMILY

Empathy		Motivation		Flexibility		Adaptability	
Mo.	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.
-.05	-.02	.02	.02	-.13	-.09	-.05	-.05

Mother (N=111) Father (N=98)

The data relative to age of parents is of interest. As indicated in Table 27, there is an inverse relationship between fathers' age and adaptability. The older the age group of fathers, the lower the corresponding adaptability score. Graph I illustrates the relationship between mother and father adaptability scores across age groups. It can be seen that mothers do not regress by age in the same manner as fathers. The most dramatic divergence from such a regression is the scores achieved by mothers in the 45 to 49 year age group. The average score of a mother in this group is significantly higher than in the next younger or next older age group. At this time we are not in a position to explain this divergence. There appear to be no extraneous factors which would contribute to this group of 21 mothers achieving such high scores. Although over half of the group were mothers of mongoloid children, this does not appear to be a deciding factor in raising scores. Analysis of variance has produced no significant F-ratio for either mothers or fathers between etiology of the child and adaptability.

TABLE 27

ADAPTABILITY SUB-SCALE AND TOTAL SCORE CORRELATIONS (GAMMA) WITH AGE OF PARENTS

Empathy		Motivation		Flexibility		Adaptability	
Mo.	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.
.05	-.18	.00	-.11	-.07	-.26*	-.03	-.24*

Mother (N=111) Father (N=98)
* P= < .05

Correlation With the Social Competency Scale

It would have been highly desirable if a clear relationship between parents' adaptability and childrens' social competency could have been demonstrated. Unfortunately, the data offers little or no support for such a relationship (see Table 28). The one sub-scale of social competency which most logically would be effected by a parent's adaptability is Social Skills. There is a significant but low relationship between mothers' Flexibility and this sub-scale. Mothers' Total Adaptability, however, is not significantly associated with Social Skills.

TABLE 28

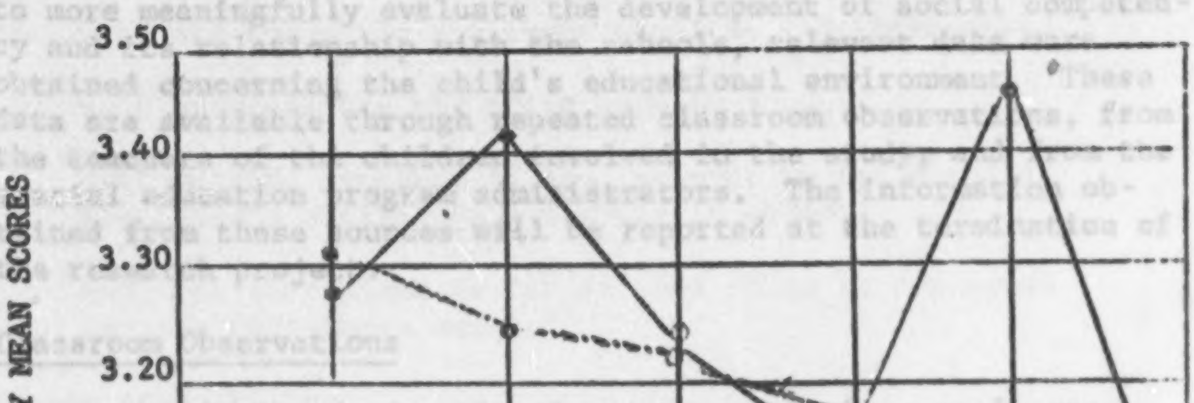
PARENT ADAPTABILITY AND SOCIAL COMPETENCY SUB-SCALE AND TOTAL SCORE INTER-CORRELATIONS (GAMMA)

	Empathy		Motivation		Flexibility		Adaptability	
	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.
Self-Help	.03	-.05	.00	.02	-.02	-.02	-.02	.01
Init.-Resp.	.06	-.08	.03	.02	.09	-.05	.06	-.01
Social Skills	.07	-.03	.11	.05	.20*	.04	.14	.07
Total	.04	-.06	.02	.04	.06	.00	.04	.03
Communication	.03	.04	.02	.09	.14	.10	.06	.10

Mother (N=113) Father (N=100)
* P=< .05

GRAPH I

ADAPTABILITY AND PARENT AGES



Analysis of the relationship between parent adaptability and corresponding changes in social competency must await the completion of the post-test data. At that time it will also be possible to determine whether there is any association between initial parent adaptability scores and the rate of a child's change in social competency.

IV

DATA FROM THE SCHOOL ENVIRONMENT

Introduction

The primary purpose of this study is to examine the social competency development of the severely mentally retarded child and to assess the role of the special class in its development. The information provided by the Social Competency and Parent Adaptability Scales is useful in measuring changes which occur in both the child and his parents, but additional information is needed if these projected changes are to be interpreted intelligently in relation to the public school programs. In order to more meaningfully evaluate the development of social competency and its relationship with the schools, relevant data were obtained concerning the child's educational environment. These data are available through repeated classroom observations, from the teachers of the children involved in the study, and from the special education program administrators. The information obtained from these sources will be reported at the termination of the research project.

Classroom Observations

An analysis of educational programs for the severly mentally retarded is crucial for an understanding of the contribution of such programs to the development of these children. The dearth of information in regard to the methods of organizing, planning, and the carrying-out of classroom experiences for the severely mentally retarded has been noted by Hudson (1958). A detailed description and evaluation of the curriculum and teacher-pupil interaction has been undertaken by the project staff. These data are being obtained in two ways: (1) by an ongoing account of precisely what occurs during each activity during the day, and (2) by use of an Observation Schedule (See Appendix C,I), which provides categorical information in regard to general classroom procedures, as well as how the teacher deals with individual children.

The frame of reference for making the required notations during the observation was carefully worked out by the staff. The observer is not to make suggestions to the teacher or in any way criticize or interfere with the program as conceived by the teacher. Insofar as both teacher and observer are concerned, the latter is neutral with respect to what is occurring within the classroom.

Where possible, classes in which there are community or institutaional experimental subjects will be observed twice during the 1959-60 school year. The observation data, with appropriate analyses, will be presented in the final report of the project.

Pupil Evaluation

The teachers were asked to give their impressions of the progress made by the experimental subjects in their classes. In order to facilitate the collection of these data and to give the teachers a standard frame of reference for responding, five general questions were formulated. The teachers were asked to respond to these questions on a quarterly basis throughout the period of study. The five questions are as follows:

1. What are the child's primary strengths in the classroom?

2. What are the child's primary problems and weaknesses?

3. What progress has the child made in school?

4. What outside factors, if any, seem to be influencing the child's ability to get along in school?

5. What are your plans as far as this child is concerned for the next three months?

Teacher Adaptability

The constructs utilized for the parent adaptability interview have been incorporated into the teacher adaptability interview schedule (see Appendix C,II). This schedule contains 16 situations, common to the classroom, to which the teacher responds. These responses are judged along the continua of empathy, motivation, and flexibility.

Tape-recorded interviews were conducted with the teachers of the community public school children. These interviews have been transcribed and will be treated in a manner similar to that of the parent adaptability data (see page 32 of this report).

A mean score for each component will be computed for each teacher based on judges' agreed ratings. A total adaptability score will be arrived at by computing a mean score from the sum of the component scores.

Teacher Information

Questionnaires were distributed to every teacher participating in the study. These questionnaires were designed to elicit information on the credentials held by the teachers, the amount of teaching experience they have had, the extent to which needed educational facilities are available to them, existing inservice educational programs, and other services pertinent to the management of the classroom. The results of this investigation are not yet ready for presentation. A copy of the questionnaire is reproduced in Appendix C,III.

Administrative Structure

Information was obtained from district and county superintendents concerning the administrative structure of their programs. As with the teacher information, these data are not yet ready for presentation, but a copy of the questionnaire used to obtain the data is reproduced in Appendix C,IV.

V. SUMMARY

This study is designed to (1) measure the social competency development of severely mentally retarded children, and (2) measure the adaptability of the parents of such children.

Comparisons on the criterion of social competency will be made among four groups of severely mentally retarded children: (a) children living at home and not attending a public school program; (b) children living at home and attending special day training classes; (c) children in a state institution and attending no school program; and (d) children in a state institution and attending a school program within the institution.

Adaptability comparisons will be made between the parents of children living at home and not attending school and the parents of children living at home and attending special classes. The parents of children who are institutionalized are not involved in the study.

The study is comprised of three contract periods, referred to as phases. A summary of the work for Phases I and II, along with the projected plans for Phase III, follows:

Phase I (March 15, 1957 - June 30, 1958):

The rationale for the study and the experimental design was determined. This was accomplished by the staff with the cooperation of the Institute for Research on Exceptional Children, University of Illinois, and the Department of Special Education, George Peabody College for Teachers.

The criteria for sample selection was discussed with the various agencies in a position to provide study subjects. Likewise, the specific details relevant to data collection were accomplished. A considerable portion of the sample selection was completed during the latter part of Phase I.

Two experimental forms of the Social Competency Scale were pre-tested prior to the development of the form of this scale being utilized in the study. The present form of the scale is divided into four sub-scales, totaling 72 items. The sub-scales are: Self-Help, Initiative-Responsibility, Social Skills, and Communication.

The adaptability data are obtained through a tape-recorded interview, and criteria were established against which the components of empathy, motivation, and flexibility are judged.

The pre-testing of the interview schedule, the development of the rating criteria, and the determination of the reliability of judges' ratings were accomplished during Phase I.

Phase II (July 1, 1958 - June 30, 1959):

The sample selection was completed early in Phase II. The initial social competency ratings and parent adaptability interviews were completed and the analysis of these data was accomplished. Data relative to the families of the community children were collected and analyzed relative to the social competency and adaptability scores.

The public schools and institutional school provided the study with the following information: (a) social competency ratings by the teaching staff, (b) information relative to the organization of their school program, (c) information on the background of their teaching personnel, and (d) desriptive progress reports on the children in the study.

The staff devoted considerable time developing a classroom observation schedule. The teacher and children of each class in the study were observed at least once toward the latter half of the 1958-59 school year.

A teacher adaptability interview schedule was developed. The tape-recorded interviews have been transcribed and will be judged on the components of empathy, motivation, and flexibility.

The present document, the final report of Phase II, contains a complete analysis of the initial social competency and parent adaptability scores.

Phase III(July 1, 1959 - June 30, 1961)

The first year of Phase III (July 1, 1959 - June 30, 1960) represents the continuation of the experimental period. The second year of Phase III (July 1, 1960 - June 30, 1961) will be devoted to the analysis and interpretation of all the research data. All report writing will be accomplished during this period.

The analysis of Phase II data continued during the early months of Phase III. The homes of the community subjects were visited and mid-social competency ratings were obtained. This data is now being analyzed.

Considerable time was spent in discussing school programs and analyzing the classroom observation reports. This culminated in a revised observation schedule, which is being used at present. Virtually every teacher in the study has been observed since the start of the 1959-60 school year. A second observation of these classes will take place during the Spring of 1960.

The first set of teacher narrative reports for this school year on the children have been received. Two more such reports are due for each school child at three month intervals. Teachers who have taken over study subjects for the first time this year are being interviewed using the adaptability schedule.

Approximately two months prior to the conclusion of the first year of Phase III, the final social competency ratings and parent adaptability interviews will take place.

A final report, covering all phases of this four-year study, will be submitted to the United States Office of Education at the conclusion of Phase III.

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Appendix A

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  - Table A:2 Rank Order of the Percent of "No Opportunity" for Community and Institution Teacher Ratings.
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- III. Teacher Information Questionnaire
- IV. Organization of Program Questionnaire

APPENDIX A

I. San Francisco Social Competency Scale.

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Table A:2 Rank Order of the Percent of "No Opportunity" for Community and Institution Teacher Ratings.

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Table A:4 Item Correlations (Gamma) with Sub-Scales and Total Score for Institution Sample.

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II. FAMILY INFORMATION SHEET

1. Child's name ______________

2. Age __________ Sex ____ Years of schooling
   Yrs. Mos.
   Nursery School ________
   Public School ________
   Parent School ________

3. Is child on waiting list for public school ___ State Hospital ______

4. Name and address of doctor who made diagnosis ________________

5. Child's activities: Time
   Camping ______________
   Playgrounds ______________
   Sunday School ______________
   Specify other ______________

6. Parent's activities: Time
   Parent group ______________
   Church groups ______________
   P.T.A. ______________
   Specify other ______________

7. Social service agencies contacted: Family service ______________
   Welfare ______________ Clinics (specify) ______________
   Other (specify) ______________________________
   Length of contact __________ How often contacted ______________
   For what reasons ______________________________

8. Wife: Age ____
   Occupation ______________
   Yearly income ______________
   Education ______________
   Relationship to retarded child:
   Natural parent ________
   Step parent ________
   Foster parent ________
   Adoptive ________

   Husband: Age ____
   Occupation ______________
   Yearly income ______________
   Education ______________
   Relationship to retarded child:
   Natural parent ________
   Step parent ________
   Foster parent ________
   Adoptive ________

9. List children in order of birth including retarded child:

	Sex	Age	School grade		Sex	Age	School grade
1st born	___	___	__________	4th born	___	___	__________
2nd born	___	___	__________	5th born	___	___	__________
3rd born	___	___	__________	6th born	___	___	__________

III. SCHOOL INFORMATION SHEET

Child's name ________________ School ________________

Parent's name ________________ Address ________________

Address ________________ ________________

________________ Class ________________

Telephone ________________ Teacher ________________

Child's Sex ________ Age ________ Child's Diagnostic Classification
Yrs. / Mos.

Mongoloid ________

Years prior school experience:
Nursery school ________
Public school ________
Parent school ________

Undetermined ________

Other Organic (specify if possible)
____

Years of institutionalization ________

Parent's occupation ________

Other Non-Organic (specify) ________
____

Intelligence Test ________________ ________________ CA __ MA __ IQ __
(Name of test) (Date administered)

Vineland Social Maturity Scale ____ ________________ CA __ MA __ IQ __
(Date administered)

Other Test Data ________________ ________________ ________________
(Name of test) (Date administered) (Score, quotient, etc.)

IV. SOCIAL COMPETENCY SCALE ANALYSIS

TABLE A:1

RANK ORDER OF MEAN ITEM SCORES FOR SELF-HELP ITEMS FOR ALL GROUPS

	Community				Institution			
	Experimental		Control		Experimental		Control	
Item	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1.	3.08	19	2.94	19	3.33	22	3.06	22
2.	1.93	2	1.79	2	1.37	2	1.37	2
3.	2.49	10	2.25	8	1.95	6	1.97	8.5
4.	3.26	20	3.20	22	3.12	19	2.94	19
5.	3.38	22	2.98	20	2.83	16	2.54	16
6.	3.45	23	3.27	23	2.52	12	2.18	12
7.	2.55	13	2.52	14.5	2.65	13	2.14	10.5
8.	2.97	18	2.67	17	2.95	17	3.03	21
9.	3.33	21	3.05	21	3.29	21	2.97	20
10.	2.29	6	2.20	7	2.05	7	1.77	5
11.	2.89	16.5	2.35	10	3.21	20	3.09	23
12.	1.33	1	1.40	1	1.21	1	1.09	1
13.	2.51	11	2.45	12	3.02	18	2.65	17
14.	2.89	16.5	2.83	18	2.78	15	2.29	13
15.	2.05	3	1.90	3	1.66	3	1.54	3
16.	2.27	5	2.12	6	2.12	8	1.86	6
17.	2.34	8	2.52	14.5	2.33	10	1.97	8.5
18.	2.58	14	2.53	16	2.37	11	2.14	10.5
19.	2.44	9	2.37	11	2.76	14	2.69	18
20.	2.53	12	2.29	9	2.14	9	1.89	7
21.	2.73	15	2.49	13	1.93	5	1.60	4
22.	2.08	4	2.09	5	3.72	23	2.43	15
23.	2.30	7	2.03	4	1.91	4	2.37	14
			Initiative-Responsibility					
24.	2.89	15	2.79	15	2.58	13	2.37	13
25.	2.85	14	2.58	13	2.70	14	2.71	15
26.	2.67	12	2.48	12	2.40	12	1.88	8
27.	2.06	2	1.75	1.5	1.63	2	1.66	2
28.	2.18	6	2.41	8	1.93	5	1.83	5.5
29.	2.45	8	2.15	5.5	1.96	6	1.92	10
30.	3.22	16	2.68	14	2.05	7	2.23	12
31.	2.16	5	1.94	3	1.86	4	1.77	3.5
32.	2.63	11	2.45	10.5	2.79	15	2.49	14
33.	2.08	4	2.02	4	2.16	11	1.86	7
34.	1.78	1	1.75	1.5	2.14	9	1.77	3.5
35.	2.07	3	2.44	9	1.77	3	1.83	5.5
36.	2.79	13	3.00	16	3.09	16	2.77	16
37.	2.53	9	2.22	7	2.14	9	1.94	9
38.	2.62	10	2.45	10.5	2.14	9	2.17	11
39.	2.41	7	2.15	5.5	1.21	1	1.20	1

TABLE A:1

(Continued)

Social Skills

	Community				Institution			
	Experimental		Control		Experimental		Control	
Item	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
40.	1.04	1	1.02	1	1.00	1	1.00	1
41.	3.07	13	3.03	14	2.47	12	2.19	12
42.	1.37	2	1.47	2	1.14	2	1.11	2
43.	2.71	10	2.34	7	2.07	9.5	1.69	9
44.	2.82	11	2.59	11	1.84	7	1.88	10
45.	2.96	12	2.82	12	2.93	14	2.62	14
46.	2.60	8	2.10	6	1.95	8	1.68	8
47.	2.42	6	2.39	8	2.63	13	2.46	13
48.	2.51	7	2.44	9	2.14	11	2.00	11
49.	3.22	14	2.89	13	2.07	9.5	1.51	4
50.	2.29	5	2.08	5	1.54	3	1.54	5
51.	2.62	9	2.52	10	1.67	4	1.40	3
52.	1.85	3	1.86	4	1.74	5	1.60	6
53.	3.40	15	3.17	15	3.26	15	2.66	15
54.	2.01	4	1.72	3	1.77	6	1.62	7
Communication								
55.	2.51	4	2.33	2	2.26	5	2.17	5
56.	2.94	9	2.92	13	2.86	16	2.89	17
57.	2.49	3	2.68	5	1.98	2	2.09	3
58.	3.36	16	3.25	17	2.67	15	2.77	16
59.	2.73	5	2.70	6	2.63	14	2.43	10.5
60.	2.82	7	2.75	7	2.30	6	2.40	8.5
61.	2.99	10	2.92	13	2.31	7	2.16	4
62.	2.22	2	2.39	3	2.21	4	1.20	2
63.	2.81	6	2.77	8	2.49	9.5	2.54	14
64.	3.37	17	3.24	16	2.93	17	2.20	6
65.	3.48	18	3.31	18	3.28	18	3.00	18
66.	2.92	8	2.49	4	2.54	11.5	2.43	10.5
67.	1.88	1	1.69	1	1.60	1	1.60	1
68.	3.06	12.5	2.85	10	2.54	11.5	2.40	8.5
69.	3.00	11	2.92	13	2.49	9.5	2.49	12
70.	3.18	14	2.98	15	2.61	13	2.69	15
71.	3.21	15	2.84	9	2.14	3	2.51	13
72.	3.06	12.5	2.90	11	2.35	8	2.37	7

TABLE A:2

RANK ORDER OF THE PERCENT OF "NO OPPORTUNITY" FOR COMMUNITY AND INSTITUTION TEACHER RATINGS

	Self-Help			
	Community		Institution	
Item	% N.O.	Rank	% N.O.	Rank
1.	66	6	40	8
2.	79	3	26	12
3.	82	2	90	3
4.	3	22	-	23
5.	36	16	74	4
6.	58	11	30	10
7.	77	4	5	19.5
8.	11	19	7	16.5
9.	92	1	93	1.5
10.	45	15	23	13
11.	3	23	2	21.5
12.	60	9	93	1.5
13.	47	14	30	10
14.	56	12	47	7
15.	59	10	19	14.5
16.	63	7	70	5
17.	10	20	30	10
18.	18	18	7	16.5
19.	53	13	19	14.5
20.	4	21	5	19.5
21.	62	8	65	6
22.	32	17	2	21.5
23.	68	5	6	18
	Social Skills			
40.	16	9	7	10.5
41.	15	10.5	7	10.5
42.	55	6	26	8
43.	15	10.5	9	9
44.	75	2	37	3
45.	-	14	-	13.5
46.	19	8	30	6
47.	-	14	-	13.5
48.	1	12	-	13.5
49.	64	4	33	4
50.	78	1	90	1
51.	73	3	30	6
52.	34	7	49	2
53.	58	5	30	6
54.	-	14	-	13.5

	Initiative--Responsibility			
	Community		Institution	
Item	% N.O.	Rank	% N.O.	Rank
24.	32	6	67	3.5
25.	5	12	-	14
26.	68	4	42	7.5
27.	1	13.5	-	14
28.	51	5	49	6
29.	26	7	65	5
30.	16	9	42	7.5
31.	14	10	2	11
32.	1	13.5	-	14
33.	89	2	79	2
34.	19	8	28	10
35.	10	11	35	9
36.	5	3	67	3.5
37.	-	15.5	-	14
38.	-	15.5	-	14
39.	97	1	90	1
	Communication			
55.	12	7	23	4
56.	-	14.5	-	15
57.	-	14.5	7	6
58.	26	4	9	5
59.	-	14.5	-	15
60.	-	14.5	-	15
61.	-	14.5	-	15
62.	-	14.5	2	10.5
63.	-	14.5	-	15
64.	33	3	5	8
65.	5	8	5	8
66.	1	10	-	15
67.	3	9	2	10.5
68.	14	5.5	5	8
69.	-	14.5	-	15
70.	14	5.5	44	2
71.	60	1	40	3
72.	45	2	53	1

TABLE A:3

ITEM CORRELATIONS (GAMMA) WITH SUB-SCALES AND TOTAL SCORE FOR COMMUNITY SAMPLE

	Experimental (N=73)					Control (N=88)				
Self-Help										
Item	SH	IR	SS	Total	Comm.	SH	IR	SS	Total	Comm.
1.	.36	.19	.16	.29	.01	.65	.30	.30	.49	.24
2.	.55	.28	.27	.46	-.02	.67	.49	.42	.61	.30
3.	.55	.31	.23	.45	-.10	.65	.47	.43	.59	.30
4.	.56	.40	.53	.57	.08	.71	.55	.57	.68	.39
5.	.57	.39	.27	.50	-.07	.67	.49	.35	.57	.34
6.	.64	.53	.30	.59	.13	.59	.36	.36	.51	.31
7.	.52	.27	.34	.45	.14	.73	.56	.44	.66	.47
8.	.54	.47	.37	.55	.16	.56	.48	.35	.53	.29
9.	.47	.48	.48	.53	.17	.67	.59	.44	.65	.35
10.	.57	.42	.24	.47	-.03	.77	.54	.44	.68	.38
11.	.53	.38	-.02	.38	-.16	.63	.35	.36	.52	.19
12.	.49	.34	.20	.39	.22	.83	.69	.47	.75	.30
13.	.71	.48	.39	.64	.09	.73	.45	.29	.55	.25
14.	.48	.46	.33	.48	.13	.59	.50	.57	.62	.44
15.	.50	.31	.25	.41	-.05	.70	.55	.46	.66	.34
16.	.56	.32	.25	.47	.10	.61	.51	.42	.57	.29
17.	.44	.34	.16	.36	.07	.66	.59	.45	.65	.29
18.	.51	.53	.34	.54	.18	.78	.64	.44	.70	.33
19.	.73	.52	.39	.65	.04	.76	.55	.37	.64	.26
20.	.69	.52	.34	.64	.08	.74	.64	.52	.71	.34
21.	.64	.62	.29	.60	.00	.68	.58	.57	.71	.44
22.	.47	.39	.43	.47	.10	.77	.51	.46	.67	.30
23.	.68	.62	.51	.73	.16	.75	.61	.44	.70	.36
Initiative-Responsibility										
24.	.44	.40	.36	.45	.12	.68	.72	.52	.72	.46
25.	.57	.62	.36	.60	.11	.58	.62	.42	.60	.33
26.	.37	.46	.26	.43	-.01	.50	.62	.60	.63	.51
27.	.34	.51	.27	.41	.04	.42	.64	.50	.54	.31
28.	.47	.57	.40	.56	.11	.45	.63	.52	.57	.48
29.	.37	.56	.35	.47	.02	.47	.63	.45	.57	.37
30.	.29	.36	.20	.31	.22	.37	.58	.61	.56	.50
31.	.38	.53	.55	.52	.15	.39	.70	.51	.58	.35
32.	.25	.33	.38	.36	.18	.26	.57	.50	.46	.38
33.	.38	.50	.42	.47	.17	.55	.71	.52	.64	.42
34.	.22	.47	.34	.36	.05	.61	.67	.53	.67	.39
35.	.31	.46	.12	.33	.01	.45	.63	.43	.55	.29
36.	.54	.53	.39	.56	.32	.60	.62	.48	.63	.31
37.	.33	.50	.33	.43	.23	.42	.71	.51	.59	.35
38.	.28	.55	.46	.45	.07	.50	.76	.73	.71	.48
39.	.43	.54	.41	.52	.22	.28	.54	.52	.47	.34

TABLE A:3

(Continued)

	Experimental (N=73)					Control (N=88)				
					Social Skills					
Item	SH	IR	SS	Total	Comm.	SH	IR	SS	Total	Comm.
40.	.65	.78	.79	.80	.30	.45	-.32	-.13	-.02	-.60
41.	.29	.39	.50	.42	.23	.24	.48	.60	.45	.37
42.	.39	.51	.75	.60	.53	.57	.51	.66	.62	.52
43.	.18	.30	.58	.34	.32	.29	.53	.71	.52	.56
44.	.46	.62	.61	.63	.32	.44	.60	.75	.64	.61
45.	.33	.43	.49	.44	.11	.34	.57	.63	.54	.44
46.	.30	.48	.67	.51	.19	.48	.87	.72	.66	.59
47.	.22	.34	.49	.35	.12	.30	.49	.68	.51	.47
48.	.31	.48	.48	.47	.16	.42	.69	.78	.65	.46
49.	.25	.34	.52	.41	.34	.39	.32	.54	.46	.50
50.	.36	.50	.59	.52	.45	.33	.58	.66	.55	.51
51.	.28	.30	.46	.41	.34	.29	.21	.43	.32	.23
52.	.48	.41	.55	.55	.26	.45	.50	.66	.56	.51
53.	.03	.17	.33	.16	.14	.37	.29	.54	.44	.33
54.	.31	.23	.48	.40	.08	.46	.42	.50	.51	.31
					Communication					
55.	.32	.31	.52	.42	.66	.37	.46	.63	.52	.75
56.	-.01	.10	.17	.06	.65	.37	.51	.66	.56	.86
57.	.30	.30	.45	.40	.56	.53	.48	.47	.56	.61
58.	.06	.13	.27	.15	.74	.42	.45	.51	.50	.82
59.	-.01	.00	.20	.05	.71	.27	.31	.31	.31	.72
60.	.06	.18	.27	.18	.88	.30	.42	.53	.44	.86
61.	.08	.15	.34	.19	.80	.40	.50	.57	.51	.85
62.	.06	.09	.31	.16	.52	.29	.40	.57	.44	.69
63.	.09	.13	.27	.16	.53	.43	.49	.44	.50	.60
64.	-.17	-.03	.22	-.02	.43	.42	.49	.57	.55	.75
65.	.11	.06	.23	.14	.80	.39	.54	.61	.54	.77
66.	-.03	-.11	.13	.01	.71	.37	.26	.33	.35	.67
67.	.21	.25	.42	.32	.67	.40	.35	.41	.43	.66
68.	.14	.22	.26	.24	.80	.30	.39	.47	.41	.85
69.	.21	.23	.45	.31	.69	.41	.60	.66	.60	.78
70.	.16	.22	.28	.23	.55	.47	.68	.66	.67	.64
71.	.07	.18	.20	.18	.71	.36	.47	.57	.50	.79
72.	.13	.23	.31	.26	.76	.34	.47	.59	.50	.82

TABLE A:4

ITEM CORRELATIONS (GAMMA) WITH SUB-SCALES AND TOTAL SCORE FOR INSTITUTION SAMPLE

	Experimental (N=43)					Control (N=35)				
					Self-Help					
Item	SH	IR	SS	Total	Comm.	SH	IR	SS	Total	Comm.
1.	.62	.25	.01	.43	.23	.84	.75	.51	.66	.57
2.	.71	.38	.24	.45	.39	.93	.73	.54	.73	.51
3.	.77	.70	.62	.69	.08	.77	.62	.39	.59	.34
4.	.78	.66	.63	.72	-.03	.87	.91	.64	.72	.43
5.	.51	.37	.33	.46	.31	.56	.62	.60	.54	.46
6.	.82	.63	.54	.68	.06	.57	.53	.43	.50	.10
7.	.67	.45	.43	.51	.22	.75	.54	.55	.62	.43
8.	.71	.65	.39	.61	.00	.66	.66	.45	.57	.34
9.	.80	.71	.48	.68	.10	.71	.71	.35	.54	.46
10.	.85	.79	.60	.75	-.08	.69	.78	.58	.69	.40
11.	.62	.30	.02	.49	-.03	.59	.53	.28	.44	.38
12.	.86	.70	.67	.81	.20	.97	.88	.85	.94	.67
13.	.74	.53	.30	.62	.11	.79	.62	.43	.63	.41
14.	.86	.66	.51	.73	.01	.72	.71	.63	.71	.24
15.	.62	.60	.54	.55	-.03	.72	.69	.59	.71	.21
16.	.82	.87	.58	.82	-.09	.87	.86	.70	.82	.50
17.	.65	.77	.67	.67	-.06	.53	.72	.49	.73	.25
18.	.67	.58	.42	.69	.00	.77	.74	.50	.71	.41
19.	.76	.55	.27	.68	.03	.75	.72	.45	.67	.43
20.	.86	.83	.63	.83	.08	.73	.80	.62	.71	.45
21.	.76	.77	.56	.68	.16	.66	.71	.60	.64	.21
22.	.91	.79	.54	.82	.17	.74	.57	.40	.53	.44
23.	.85	.84	.70	.80	.03	.78	.74	.58	.73	.37
					Initiative-Responsibility					
24.	.70	.77	.42	.69	.04	.78	.82	.48	.71	.48
25.	.71	.74	.49	.68	-.02	.70	.73	.51	.68	.28
26.	.72	.90	.62	.75	-.09	.63	.72	.48	.61	.28
27.	.51	.80	.59	.62	.05	.62	.88	.68	.73	.35
28.	.57	.77	.76	.69	.17	.67	.78	.57	.70	.42
29.	.57	.76	.63	.64	-.01	.49	.74	.55	.61	.35
30.	.36	.61	.53	.46	-.01	.48	.63	.62	.50	.60
31.	.77	.89	.69	.82	.03	.69	.79	.47	.69	.44
32.	.08	.32	.58	.21	-.15	.38	.58	.71	.47	.56
33.	.58	.67	.26	.52	-.10	.60	.74	.48	.59	.52
34.	.80	.88	.57	.79	-.12	.68	.87	.58	.76	.50
35.	.62	.91	.68	.72	-.19	.71	.88	.70	.79	.50
36.	.60	.75	.45	.57	-.11	.81	.90	.68	.81	.59
37.	.76	.87	.57	.75	-.03	.79	.85	.73	.83	.56
38.	.41	.71	.67	.54	.00	.42	.71	.81	.59	.39
39.	.70	.83	.73	.80	.16	.50	.70	.54	.57	.46

TABLE A:4

(Continued)

	Experimental (N=43)					Control (N=35)				
	Social Skills									
Item	SH	IR	SS	Total	Comm.	SH	IR	SS	Total	Comm.
40.	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
41.	.21	.31	.63	.27	-.02	.31	.35	.71	.50	.04
42.	.51	.66	.49	.55	.74	.09	.11	.23	.06	.54
43.	.27	.34	.56	.42	.27	.21	.08	.33	.33	.11
44.	.58	.87	.78	.73	-.03	.53	.66	.79	.61	.60
45.	.05	.18	.59	.12	.05	.40	.62	.86	.57	.46
46.	.23	.31	.61	.39	.20	.31	.32	.52	.39	.45
47.	.07	.15	.56	.12	.07	.38	.54	.78	.48	.43
48.	.19	.38	.67	.29	-.15	.51	.50	.71	.54	.35
49.	.45	.40	.57	.53	.29	.40	.47	.58	.49	.37
50.	.76	.88	.77	.85	.23	.49	.78	.80	.64	.71
51.	.37	.44	.46	.38	.49	.49	.47	.45	.45	.09
52.	.78	.89	.68	.83	-.11	.74	.89	.68	.80	.48
53.	.25	.30	.67	.28	.10	.50	.70	.73	.60	.40
54.	.52	.61	.68	.58	-.07	.43	.64	.74	.62	.24
	Communication									
55.	.49	.54	.68	.51	.05	.40	.60	.53	.43	.81
56.	.55	.57	.65	.57	.27	.40	.51	.46	.34	.89
57.	.57	.53	.50	.57	.15	.55	.63	.54	.50	.77
58.	.22	.42	.53	.28	.09	.48	.62	.47	.45	.81
59.	.38	.40	.50	.42	.34	.21	.34	.15	.17	.65
60.	.25	.33	.53	.27	.42	.35	.46	.37	.30	.85
61.	.32	.48	.55	.38	.04	.33	.58	.59	.41	.71
62.	.23	.44	.55	.36	.30	.32	.41	.42	.29	.87
63.	.46	.46	.48	.46	.12	.28	.56	.71	.46	.48
64.	.22	.40	.50	.25	.20	.48	.55	.38	.43	.78
65.	.35	.59	.64	.41	.18	.69	.70	.67	.59	.87
66.	.13	.18	.41	.22	.49	.23	.35	.25	.19	.79
67.	.37	.27	.45	.33	.28	.06	.20	.14	.03	.68
68.	.29	.36	.43	.31	.33	.32	.48	.42	.30	.84
69.	.40	.41	.60	.41	.12	.43	.61	.57	.42	.90
70.	.19	.38	.43	.24	.15	.47	.49	.47	.39	.63
71.	.31	.46	.49	.35	.08	.49	.57	.54	.43	.80
72.	.34	.42	.58	.43	.29	.45	.45	.41	.44	.67

APPENDIX B

I. Parent Adaptability Interview Schedule.

II. Criteria for Rating Components of Adaptability.

III. Parent Adaptability Scale Analysis.

I. PARENT INTERVIEW SCHEDULE

I. 1. What do you think is X's main difficulty?
a) What have you been told (by doctors, psychologists, etc.) about X's condition?

II. Now I would like to talk with you about X's behavior at the dinner table.

2. What are X's table manners like?
*F a) How do (did) you go about teaching him table manners?
b) Do (have) you always used the same methods for training X or does (has) this ever change (d)?

*E a) Why do you think X's table manners are so (good, or bad, or whatever parent indicates he thinks of them)?

3. F a) When X spills food or liquids at the dinner table what is your reaction?
b) Can you remember a particular time when this happened?
c) What did you do then?
d) Do you find it best to always respond in the same way, or do you ever change what you do or say to X?

E a) Why do you think X spilled on that occassion?

4. F a) When X refuses to eat a particular kind of food, how do you respond?
b) Can you remember the last time this happened?
c) (If not answered) Do you (mention previous response) then?
d) Do you ever deal with this situation differently?

E a) Why do you think X refused to eat (particular food)?

5. F a) What is your reaution when your child dawdles (wastes time, plays with his food, doesn't eat, etc.) at the dinner table?
b) Can you give me an example of this?
c) Are there any other ways that you have tried to deal with this?

E a) Why do you think X dawdles when he does?

6. *M a) How would you like X to behave when he is at the dinner table?
b) What do you think you can do to bring this about?
c) What have you done?

*F=Flexibility, *E=Empathy, *M=Motivation

III. I would like to change the subject now and talk about times when X is unhappy or angry.

7. Can you tell me about a time when X reacted by crying, objecting or being angry to something you or your wife (husband) said or did?

F a) What did you say or do then?
b) Is this what you always do when X "acts up"?
c) (If answer is no, or not always) What other ways do you use?

E a) Why do you think X reacts the way he does on such occasions?
b) (If answer is he's mad or unhappy) Why do you think he gets (mad, unhappy, etc.)?

8. F a) When X fights with his brother(s) or sister(s) or with a neighbor or visiting child, how do you respond?
b) Do you always react this way? (If no) What other things have you tried?

9. F a) What is your reaction when X has a temper tantrum?
b) Do you always respond to these tantrums the same way or does this vary?

E a) When does he usually have a tantrum?
b) Why do you think he has tantrums at these times?

M a) How would you like X to behave when he feels like this?
b) Is there anything you can do to bring this about?
c) Are you doing anything now in this regard?

IV. I'd like to talk with you now about what happens when it's X's bedtime.

10. F a) Do you remember how you reacted the last time X refused to go to bed?
b) Do you always respond to this situation in the same way?

E a) Why do you think X reacts this way?

V. I'd like to change the subject now and talk with you about family rules.

11. F a) How do you go about getting X to do what you want?
b) Have you ever tried any other ways of getting X to do what you want him to do?

E a) Why do you think X responds to this the way he does?

M a) How would you like X to react when you ask him to do something for you?

M b) Is there anything you think you can do to help bring this about?
c) Have you done anything that you think will help X to behave in this way?

12. E a) How well does X share with other children?
b) Why do you think that this is so?

13. How about when another child (including your own) refuses to share with X?

F a) What did you do?
b) Are there times when you have responded differently? If so, how?

E a) How does X react when this happens to him?
b) Why do you think he reacts this way?

14. M a) Do you feel X could improve in the way he plays with other children?
b) Is there anything you can do to help bring this about?
c) Have you been able to do anything about this?

15. M a) How would you like X to behave when someone else disappoints him or mistreats him?
b) What do you think you can do to help bring this about?
c) What have you done?

16. F a) What is your reaction when X interrupts you when you are talking with your wife (husband)?
b) Can you remember a particular time when this happened?
c) What did you do that time?
d) In what other ways have you reacted to this situation?

E a) Why do you think it is that X (either interrupts or never interrupts)?

17. M a) How do you want X to behave as far as care of his belongings is concerned?
b) Do you think there is anything you can do to help X behave this way?
c) Is there anything you have done or are doing to bring this about?

F a) When X does not put his toys away what do you do?
b) Is this what you always do? (If no) What else have you done?

E a) Why do you think it is that X (sometimes, always, or never) puts his toys away?

18. F a) What did you do the last time X marked the walls or jumped on the furniture?
b) Have you ever reacted differently to this sort of thing? If so, how?

E a) Why do you think he does this?

19. F a) When X breaks or tears things how do you react?
b) Is this what you always do?
c) (If no) What other things have you done?

E a) Why do you think X behaves this way (when he does)?

20. F a) What do you do when X doesn't mind you?
b) Do you always handle this by (repeat parent's statement)?
c) (If no) What other ways have you tried?

E a) Can you remember a time when this happened?
b) Why do you think X acted (acts) this way?

M a) How would you like X to change as far as minding you is concerned?
b) What do you think you can do to help accomplish this?
c) Are you doing anything at this time that you think will help X in this respect?

VI. 21. How much help does X need in dressing, washing, and generally caring for himself?
M a) What do you hope for as far as X's caring for himself in these ways?
b) Is there anything you can do to help this happen?
c) What have you done in this regard?

22. M a) What sort of things do you hope X will learn in the next few years?
b) What do you think that you can do to help bring this about?
c) What have you done in this regard?

23. M a) What do you hope for as far as X's being able to care for himself in the future? (If necessary add:) By that I mean how well he'll be able to get along in the world.
b) What do you think you can do to bring this about?
c) What have you done in this regard?

24 M a) What do you hope for as far as X's learning to express himself (make his wishes and wants known) to people in general?
b) What do you think you can do to bring this about?
c) What have you done?

25. M a) What do you hope for as far as X's ability to make and keep friends?
b) What do you think you can do to help bring this about?
c) What have you done in this regard?

26. M a) Are there any ways that you think X could improve in getting along with adult strangers?

M b) What do you think you can do to help bring this about?
c) Is there anything you have done in this regard?

27. Could you tell me what you hope will occur as a result of X's being in a special day class?
  a) How do you think X will or will not benefit?
  b) Do you think you personally will benefit?
  c) What sort of activities do you think should be included in a special day school program?

II. CRITERIA FOR RATING COMPONENTS OF ADAPTABILITY

A. Motivation Criteria

Motivation is defined as an affectual investment characterized by involvement of the parent in affecting certain anticipated goals on the part of the child.

Six Categories from Low to High

1. An unwillingness on the part of parent to acknowledge any responsibility for personal involvement with the child or in the situation.

2. a) Recognition of the necessity for taking action, but placing responsibility elsewhere or acknowledging an unwillingness to take such action.

b) An expression of interest or concern for the child, but indicating a limited investment of parent's time and energy.

c) A generalized statement which implies by its lack of specificity a minimal amount of involvement.

3. a) A willingness to stay with a situation over a period of time by means of a particular type of action.

b) An effort to look for outside resources.

4. a) A willigness to try out methods suggested by others.

b) An effort on the part of the parent to evaluate his personal responses, but lacking any indication of a corresponding change in action toward the child.

c) An effort on the part of the parent to evaluate his personal responses, which results in indecision or ambivalence as to what action he should take.

5. a) An effort on the part of the parent to evaluate his persoanl responsees and to strive for continual change (self-discipline).

b) An awareness on the part of the parent of continued and ongoing demands, and willingness to undertake the responsibility implied by these demands.

6. a) The integration of the parent's efforts with outside resources.

b) An expression on the part of the parent indicating his willingness to become involved with the child in interpersonal interaction which involves persistent follow-through.

B. Empathy Criteria

Empathy is defined as the parent's ability to interpret his child's behavior in terms of the child's feelings, thoughts, and motivations, and to relate this understanding to the particular situation and the child's behavior.

Six Categories from Low to High

1. Does not describe in emphatic terms the child's behavior.
2. A limited ability to describe the child's reaction, which is restricted to a single generalized statement.
3. An ability to make a simple or single connection between a child's activity or response and the stimulus for the child's reactions (activity or stimulus.)
4. An ability to discern a causal relationship between a child's feelings or motivations or thoughts relative to a particular situation.
5. A comparatively inclusive statement pertaining to a child's feelings, motivations, thoughts, and the causative relations, but leaving the impression that the understanding is incomplete or to some degree unsatisfactory or qualified.
6. An inclusive statement pertaining to a child's feelings, motivations, thoughts, and the causative relations for the child's behavior, leaving the impression of sensitive and assured understanding of what the child may be experiencing and reacting to.

C. Flexibility Criteria

Flexibility is defined in both cognitive and behavioral terms. It represents an evaluation which individualizes the child in the light of a specific situation, as opposed to stereotyping both the child's behavior and the situation. It also represents the ability to express and employ alternative means of action toward one's child in the light of the parent's evaluation of the specific parent-child situation, as opposed to acting in a stereotyped manner.

Six Categories from Low to High

1. a) A rigid and stereotyped attitude and action toward a particular situation in which the child is involved, and a persistent, unchanging and perseverative way of behaving in the face of such situations (as distinguished from consistent behavior based on experience).

C. Flexibility Criteria (Continued)

1. b) An attitude which generalizes an abrogation of responsibility.

2. a) An ability to specify a situation while responding in a vascillating, inconsistent or stereotyped manner.

   b) A generalized statement acknowledging the need for some forms of action but indicating an inability or lack of readiness for taking the required action.

3. a) Responding to a prescribed formula from an outside source, and characterized by unquestioning application of that formula.

   b) Recognition of the general situation but employing a specific or limited action.

4. a) Sequence of general actions characterized by goal-directed behavior.

   b) A generalized ability to consider alternative situations and to respond accordingly. This response is more characteristic of the application of a determined formula than a specific response to a particular situation.

   c) An ability on the part of the parent to change patterns of action over time but not to deal with the situation in a specific particularized manner.

5. a) An ability to test or experiment with different techniques, not necessarily arriving at effective means, but including the ability to explain the reason for the alternative actions taken.

   b) An ability to deal with the situation in terms of its specific meaning at the time, comparing this action with alternative situations but in less than a completely satisfactory or conclusive manner.

   c) An ability to recognize changing patterns in the child and plan the necessary parental change.

6. a) A response that is clearly related to the parent's perception of the situation and dependent upon a specific evaluation of that situation, as differentiated from a generalized way of behaving.

   b) An ability to deal with the situation in terms of a specific meaning while relating one's action to past experience.

   c) An ability to recognize changing patterns in the child and make the necessary parental change.

III. PARENT ADAPTABILITY SCALE ANALYSIS

TABLE B:1

ITEM* CORRELATIONS (GAMMA) WITH SUB-SCALES AND TOTAL SCORE FOR MOTHER AND FATHER SAMPLES

Flexibility Items

	Mother (N=113)				Father (N=100)			
Item	Flex.	Emp.	Mot.	Adapt.	Flex.	Emp.	Mot.	Adapt.
2	.53	.42	.36	.51	.53	.27	.21	.42
3	.52	.37	.40	.51	.41	.48	.26	.30
4	.46	.29	.28	.41	.55	.26	.29	.42
5	.37	.24	.25	.33	.19	.03	.09	.09
7	.58	.26	.34	.45	.55	.29	.19	.38
8	.59	.32	.38	.50	.50	.34	.21	.47
9	.36	.24	.20	.30	.48	.21	.14	.32
10	.63	.45	.38	.54	.48	.25	.22	.36
11	.48	.38	.37	.48	.37	.09	.25	.24
13	.55	.32	.31	.45	.52	.27	.35	.46
16	.61	.31	.40	.50	.25	.16	.16	.22
17	.38	.27	.13	.30	.40	.05	.13	.22
18	.41	.23	.11	.31	.30	.20	.39	.34
19	.27	.04	.08	.16	.33	.23	.30	.33
20	.42	.34	.34	.42	.48	.06	.19	.26

Empathy Items

	Mother (N=113)				Father (N=100)			
Item	Emp.	Mot.	Flex.	Adapt.	Emp.	Mot.	Flex.	Adapt.
2	.32	.15	.21	.27	.26	-.004	.20	.18
3	.21	.18	.17	.21	.28	.27	.23	.32
4	.26	.06	.16	.20	.32	.02	.08	.16
5	.46	.22	.25	.35	.35	-.06	-.05	.00
7	.34	.28	.29	.36	.39	.13	.18	.30
9	.40	.19	.16	.29	.46	.21	.27	.40
10	.34	.05	.31	.24	.28	-.05	.07	.16
11	.48	.24	.38	.42	.39	.23	.04	.31
12	.42	.39	.28	.42	.42	.23	.23	.39
13	.46	.36	.40	.46	.36	.50	.20	.47
16	.46	.28	.20	.35	.49	.36	.26	.52
17	.47	.27	.23	.38	.40	.10	.02	.27
18	.46	.35	.18	.37	.55	.37	.24	.54
19	.43	.22	.34	.38	.56	.23	.24	.49
20	.49	.29	.37	.45	.47	.30	.30	.47

*Item refers to Question on Parent Adaptability Schedule (See Appendix B,I).

TABLE B:1

(Continued)

	Mother (N=113)				Father (N=100)			
	Motivation Items							
Item	Mot.	Emp.	Flex.	Adapt.	Mot.	Emp.	Flex.	Adapt.
6	.34	.20	.32	.32	.45	.30	.18	.43
9	.44	.30	.28	.39	.58	.25	.10	.42
11	.40	.32	.34	.48	.42	.12	.14	.26
14	.35	.22	.26	.31	.41	.25	.32	.41
15	.37	.34	.30	.40	.34	.21	.03	.26
17	.53	.16	.36	.39	.43	.26	.22	.39
20	.35	.30	.24	.35	.49	.25	.25	.41
21	.43	.32	.35	.44	.48	.30	.20	.47
22	.48	.22	.20	.36	.43	.24	.31	.37
23	.48	.33	.36	.44	.34	.25	.08	.29
24	.44	.24	.25	.38	.33	.17	.18	.24
25	.51	.25	.23	.40	.41	.45	.28	.37
26	.16	.27	.42	.20	.37	.11	.23	.27

APPENDIX C

I. **Classroom Observation Schedule.**

II **Teacher Interview Schedule.**

III. **Teacher Information Questionnaire**

IV. **Organization of Program Questionnaire**

I. OBSERVATION SCHEDULE

A. GENERAL PROCEDURES

1. Availability of Material
   - a. Not in room when needed
   - b. In room, accessible to teacher
   - c. Accessible to both teacher and children.
2. Was the activity delayed because material was not immediately available?
3. Are there enough instructional supplies for each child?
4. Preparation of Material
   - a. No material required
   - b. No material prepared
   - c. Minimal preparation
   - d. Preparation clearly evident
5. Teacher Supervision of Activity
   - a. Engages in other procedures once activity is under way.
   - b. Stays with children but does not concern herself with how they are dealing with assignment.
   - c. Moves from child to child to check on how each is faring
6. Student Assignments
   - a. No assignments required
   - b. No children given assignments
   - c. Some children given assignments
   - d. All children given assignments
7. Sequential Development of Activity
   - a. No sequence is required
   - b. All children have same assignment
   - c. There is differentiation and a sequential development of activity so that some children progress to another assignment within the activity.
8. Differentiation of Abilities
   - a. No differentiation required
   - b. Differentiation in evidence
9. Encouraging Alternative Suggestions
   - a. Does not encourage alternative suggestions
   - b. Gives alternatives and encoutages children suggesting a course of action.
   - c. Teacher elicits alternatives from children, then she selects one.
   - d. Teacher elicits alternatives and encourages childrens' selection.
10. Reaction to Student Suggestions
    - a. Is led by childrens' suggestions
    - b. Ignores suggestions
    - c. Recognizes but disregards suggestions
    - d. Recognizes and gives reason for not using suggestion
    - e. Recognizes and incorporates suggestion into the activity
11. Allocation of Responsibility
    - a. None required
    - b. Allocates no responsibility
    - c. Allocates to few most able
    - d. Allocates to many

I. OBSERVATION SCHEDULE
(Continued)

12. Are children encouraged to assist one another?
13. Social Interaction
    a. Discourages during activity
    b. Ignores unless it interferes
    c. Encourages social interaction
    d. Encourages and incorporates it into the activity
14. Student Evaluation
    a. Does not make statement about child's work
    b. Makes general, non-specific statements, with group as a referent.
    c Makes non-specific evaluative statements to individual
    d Makes specific evaluative statements to individual
    e Involves child in making evaluation of child's work
15. At conclusion has the teacher
    a. Summarized by recounting the assignments and indicated further development of activity?
    b. Offered other ways in which activity might be used?
    c. Elicited additional uses from children?

B. DEALING WITH INDIVIDUAL CHILDREN

16. Dealing with Distracted Child
    a. Ignores him
    b. Does child's work for him
    c. Offers verbal encouragement for continuance of task
    d. Helps him with his work
    e. Gives related alternate task
    f. Gives unrelated alternate task
    g. Sanctions his selecting alternate task related to activity
    h. Sanctions his selecting alternate task unrelated to activity
17. Dealing with Deviant Behavior
    a. Ignores child and behavior
    b. Verbally directs statement to group re deviant behavior, but not to deviant child specifically
    c. Uses warm, positive means of initiating acceptable behavior
    d. Verbally admonishes deviant
    e. Threatens with punitive action
    f. Physically restrains child and threatens punitive action
    g. Removes child (from room or activity)
18. Child Completing Task Early
    a. Has him wait for others
    b. Allows unstructured play
    c. Has him repeat assignment
    d. Asks him to assist another child
    e. Gives additional assignment related to activity
    f. Allocates a responsibility apart from activity
19. Child Not Completing Assignment
    a. When activity is over, all assignments cease
    b. Tells child he may finish at a future time
    c. Allows child to finish
    d. Finishes assignment for child
    e. Allows a more able child to complete his assignment

I. OBSERVATION SCHEDULE
(Continued)

20. **Have any children been given assignments independent of the ongoing major activity, excluding children referred to in Items 16, 17, 18, 19?**

II. TEACHER INTERVIEW SCHEDULE

1. *F a) When you have organized a group discussion and one or two of the children either continue to talk, make noise, or in some way distract the group, what do you do?
   b) Is this what you always do in such a situation? (If answer implies that this varies) What else do you do?
   c) How well does this work? Why do you think it either works or fails?

   *E a) Can you think of a specific time this happened?
   b) Why do you think the children involved behaved as they did?

   *M a) What would you hope for as far as these children learning to participate in group discussions?
   b) What can you do to help bring this about?
   c) What have you done?

2. F When you plan a group discussion and the group as a whole does not get together and participate
   a) What do you usually do?
   b) Do you find it best to always respond this way or does it vary?
   c) What do you think works best in this kind of situation?
   d) Why do you think it works?

   E a) Can you remember a particular time when this occurred?
   b) Why do you think the group reacted in this way?

   M a) How would you like the group to react when you plan a discussion?
   b) Is there anything you think you can do to help bring this about?
   c) What do you do in this regard?

3. F a) When the group makes fun or laughs at one of the youngsters in the group, what do you do?
   b) Is this what you always do?
   c) (If no) what else do you do?
   d) How well does this work?
   e) Why do you think this works (well or poorly)?

   E a) Can you think of a time when this happened in your classroom?
   b) Why did this occur when it did?

   M a) How would you like the class to behave when it feels this way? (Scapegoating a child).
   b) What can you do to facilitate this?
   c) What have you done?

*F=Flexibility, *E=Empathy, *M=Motivation

II. TEACHER INTERVIEW SCHEDULE
(Continued)

4. F a) When the group is engaged in a particular project and one or two of the youngsters refuse to participate (either actively or passively) what do you do?
b) Is this what you always do?
c) Why did you use this particular method?

E a) Can you remember a particular time when this happened?
b) Why do you think the child (or children) reacted as they did?

M a) When this child (or children) feel this, how would you like them to behave?
b) Is there anything you think you can do to bring this about?
c) What have you done?

5. E a) How does the group usually react as far as being able to concentrate on a group project?
b) Why do you think this is so?

M a) What do you hope for as far as the group's paying attention to a cooperative project?
b) What can you do to help bring this about?
c) What have you done?

6. F a) When a child has a temper tantrum in the classroom, how do you react?
b) Does this ever vary or do you always react the same way?
c) Does (repeat teacher's response) work?
d) Why do you think it (works or does not work)?

E a) Can you tell me about a time when a child had a temper tantrum in your classroom?
b) Why do you think this occurred?

M a) When this child feels this way how would you like him to behave?
b) Is there anything you can do to help bring this about?
c) What have you done?

7. F a) When two children in your classroom get into a fight what do you usually do?
b) Is this what you always do?
c) Why do you handle it this way?

E a) Can you remember a time when this happened?
b) Why do you think the fight began?

M a) When two children feel like this (angry, want to fight) how would you like them to behave?

II. TEACHER INTERVIEW SCHEDULE
(Continued)

7. M b) What can you do to bring this about?
c) What have you done?

8. F a) When you are attempting to hold the group's attention and one youngster interrupts you, what do you do?
b) Is this what you always do?
c) How well does this work?
d) Why do you think that you use this particular method?

E a) Can you remember a particular time when this happened?
b) Why did the child interrupt on this occasion?
c) Are there any other reasons why this particular child interrupts?

M a) How would you like this particular child to behave when he interrupts?
b) Is there anything you can do to help him?
c) What have you done that has helped him in this regard?

9. F a) When the class is working on a project and one of the children refuses to share with another child, what do you do?
b) Do you ever do anything different?
c) Why do you think you use this (these) particular method(s)?

E a) Can you tell me a particular time when this happened?
b) Why do you think this particular child refused to share?

M a) What do you hope for as far as this youngster's sharing with others?
b) What can you do to help him in this regard?

10. F a) When it is time for the class to clean up and they continue to dawdle (play around or waste time) what do you do?
b) Is this what you always do?
c) How well does this method work for you?

E a) Why do you think your class reacts this way on occasion?

M a) How would you like your class to behave when it is clean up time?
b) What can you do to bring this about?
c) What have you done to help bring this about?

11. F a) When a child spills paints or liquids on the work table, what do you usually do?
b) Have you ever responded differently?
c) How well does this usually work?

II. TEACHER INTERVIEW SCHEDULE
(Continued)

11. E a) Can you remember a time when this happened?
b) Why do you think the child spilled on that occasion?

12. F a) When the group is openly defiant (refuses as a group to do what you have asked them to do) how do you react?
b) How well does this work?
c) Have you ever used any other method of dealing with this situation?

E a) Can you remember a time when this happened?
b) Why do you think the class responded as they did?

M a) How would you like the class to behave when it is in this kind of a mood?
b) What can you do to bring this about?
c) What have you done?

13. F a) When you want to start a new activity, how do you go about getting the class to participate?
b) Does this vary, or do you usually use the same method?

E a) How well does the group respond to this method?
b) Why do you think they respond as they do?

14. F a) When a particular child is defiant and refuses to do what you ask him to do, what do you do?
b) Is this what you always do, or does it vary?
c) How well does it work?

E a) Can you remember a particular time when this happened?
b) Why do you think the child behaved as he did on that occasion?

15. F a) When a child tears something or breaks a piece of equipment, how do you respond?
b) Have you ever responded differently?

E a) The last time one of your pupils behaved in this way, why do you think it occurred?

M a) When a youngster feels this way, how would you like him to behave?
b) Is there anything you can do to help this occur?
c) What have you done that is of help (either to a particular child or to the group) in this regard?

16. F a) When a child withdraws and will not associate with the group, what do you usually do? (I.e., will not play with children on playground)

II. TEACHER INTERVIEW SCHEDULE
(Continued)

16. F b) How well does this method work?
c) Have you ever handled it differently?

E a) Does this occur frequently or seldom in your classroom?
b) Why do you think this (happens or fails to happen)?

17. F a) In a situation where a child is attempting to communicate something to the class and is having a great deal of difficulty making himself clear, what do you do?
b) Is this what you always do in such a situation?

18. F a) When this happens, how does the class usually react?
b) What do you do then? (When class reacts in a particular way stated by teacher)

E a) Why do you think the class reacts the way they do?

M a) How would you like the class to react under these conditions?
b) What can you do to bring this about?
c) What have you done that is helpful?

19. F a) When a child is assigned a task and he doesn't do it as well as you had expected, what do you usually do?
b) Is this what you always do?
c) How well does this work?
d) Why do you think it works as well (or as poorly) as you thought?

E a) Can you remember a time when this occurred?
b) Why do you think this youngster did not complete his task?

20. F a) When the group is ready and eager to participate in a particular activity and one or two of the children are not mature enough to participate, what do you do?
b) Is this how you always handle this situation?
c) How well does this work?

III. TEACHER INFORMATION QUESTIONNAIRE

TEACHER ________________________________ AGE ________

A. CREDENTIALS HELD (Check)

Regular (for normal students specify level)	________
Special (for teaching mentally retarded)	________
Postponement of Requirements	________
Provisional	________
Other (specify)	________

B. TEACHING EXPERIENCE	Length of Time
Normal Children	____ yr.(s)
Elementary Level	____ yr.(s)
Secondary Level	yr.(s)
Retarded Children	
Educable	
Elementary Level	____ yr.(s)
Secondary Level	____ yr.(s)
Trainable	____ yr.(s)

School day for children begins at ________________

School day for children ends at ________________

CLASSROOM HELP

1. Is a teacher assistant (matron or helper) provided? ________
2. If so, how much time per day does he or she spend with this class ________

EVALUATION (Please attach evaluation sheets)

1. Do you follow a uniform method for evaluation of students? ____
2. Do you individualize evaluation program for individual students? ________
3. Do you report evaluation results to supervising personnel? ____
4. Do you report evaluation results to parents? ________
   If so, how?
   Written form ________
   Teacher-Parent conference ____

PARENT CONFERENCES

Parents' Names	Where Held (School, Home)	Date	Nature of Discussion
______	______	__	____________

CONFERENCES WITH OTHER SPECIALISTS	How Often? Week	How Often? Month
Nurse	___	____
Psychologist	___	____
Social Worker	___	____
Speech Teacher	___	____
Other ________	___	____

III. TEACHER INFORMATION QUESTIONNAIRE
(Continued)

INSERVICE EDUCATION

Please fill in desired information regarding any of the following situations in which you have had opportunities for participation:

ATTENDED	WHERE?	WHEN?	NATURE OF PROGRAM
Workshop sessions			
Visiting Days			
Lectures (specify speakers)			
Panel Discussions			
Professional Meetings			

AVAILABILITY OF FACILITIES

A. LAVATORY
In corner of classroom ________
Between two classrooms ____
In corridor of building________

B. GROOMING (please check if provided)
Grooming corner
Washing: Basin in room ___Soap ___ Towels _____
Mirrors___Combs ___ Tooth brushes___ Hair Brushes ____
Nail files ___ Coat room___ Coat Hangers___ Dressing Room ____
Shoe cleaning appliances___ Showers ____Lockers _____

C. HOMEMAKING
Stove: Gas _____ Electric ____
Hot Plates ____ Sink ____ Refrigerator ____ Electric mixers ____
Dishwasher____ Washing machine ____ Ironing Board ___ Iron ___
Sewing implements ____ Dining Table ___ Cutlery (specify) ____
Dishes (specify)____(Breakable)_____(Unbreakable)_____
Kitchen utensils (specify: pans, etc.) Others: (specify platters, trays, etc.) Storage:
Food storage space: in room _____
in area adjacent to room _____
Cooking utensils: in room _____
in area adjacent to room _____
Homemaking appliances in room _____
In area adjacent to room _____

D. PHYSICAL EDUCATION

1. Outdoor Equipment (please list) _______

Where stored when not in use: ___________

III. TEACHER INFORMATION QUESTIONNAIRE
(Continued)

2. Outdoor Area
    - a. Grass area? ____
      Purposes used _____
    - b. Hard surface? _____
      Purposes used _____

3. Indoor Area
    - a. Gymnasium _____ Playroom _____ Multipurpose room _______
      Classroom _______
    - b. Equipment (specify): ____________________________
    - c. Where stored when not in use: ____________________________

E. NOON MEAL

Produce own meal ____ Go to cafeteria and eat _____ Go to cafeteria and bring lunch to classroom _____ Bring lunch from home _____
No lunch _____ Snack only _____ Food is sent from cafeteria _____

F. MUSIC

Phonographs _____ Piano _____ Radio _____ Records _____
Instruments (specify): _____

G. ARTS AND CRAFTS (including woodwork)

Equipment and Supplies: ____________________
Where stored when not in use: ____________

H. GARDENING TOOLS

Equipment and Supplies: ________________
Where store when not in use: ________________

J. AUDIO-VISUAL

Where stored _________

16 mm. projector _____ Slide and film projector _____ Overhead projector _____ Tape recorders _____ TV _____ Others ______

K. FIELD TRIPS:

1. Types of trips taken _________________ Frequency _________
2. Mode of Transportation: Public transportation _________
   School bus _______ Taxi ______ Private car _______

L. RESTING

1. Do you have cots for the children? _____ Covers? ____
2. Storage of resting equipment _______
   In corner of room ______
   In area adjacent to room ______
3. Is there a cot for each child in your classroom? ____

IV. ORGANIZATION OF PROGRAM QUESTIONNAIRE

A. ADMINISTRATION OF PROGRAM (check one)
District Superintendent ________
County Superintendent __________

B. SUPERVISION OF PROGRAM

	Time Devoted to Supervision		
	Per Week	Per Month	Per Term
Counselor	______	______	______
Gen'l. Elem. Supervisor	______	______	______
Principal	______	______	______
Psychologist	______	______	______
Spec. Educ. Coordinator	______	______	______
Supervisor	______	______	______
Other_____	______	______	______

C. HOUSING
Classroom located in elementary school ____
Separate building located on elementary school grounds_____
Building located away from elementary school_____
Class conducted in community hall or church (please specify)_____
Class conducted in private dwelling house _____

D. INTEGRATION WITH OTHER STUDENTS
(Please describe under what circumstances integration takes place)
In play yard_____General School assemblies_____Other_____
Tried. Discontinued_____Have no access to regular student body (check)_____

E. PARENT EDUCATION
1. Who provides the leadership for parent meetings?
Counselor_____Parents_____Principal _____Psychologist_______
Spec. Educ. Coordinator_____Teacher_____ Other (specify)____
2. How often are parent meetings held during school year?__________
3. Describe the present year's program of parent meetings__________

F. ARRANGEMENT FOR INSERVICE-EDUCATION OF TEACHERS

	How often?
Teachers Meetings	________
Workshop Sessions	________
Visiting Days	________
Speakers	________
Professional Meetings	________

G. TYPES OF MATERIAL DISTRIBUTED TO TEACHERS (please attach copies)
Curriculum Guides______Evaluation Forms _____ Parent Information_____
Program Statements_____(objectives, philosophy, etc.)
Specific Areas of Teaching
(ex: Speech)___ _____

H. METHOD OF GROUPING ________________________________

I. CRITERIA FOR INCLUSION AND EXCLUSION ________________________________

J. IS THERE A TRIAL PERIOD?____ If so, how long? Is parent notified regarding district decision? If so, How?

K. HOW IS DETERMINATION ULTIMATELY MADE?